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ABSTRACT

This handbook contains information to assist teachers serving in Bilingual/English as a second language (BESL) assignments. Its purpose is to provide focus to the BESL program and to help LEP (Limited English Proficient) students improve their ability to read, write, and speak English, while developing needed concepts and skills. It was prepared by a committee of teachers, paraprofessionals, and administrators working with students during the 1977-81 school years and is intended for use in the Long Beach Unified School District's Spanish/English bilingual classes, grades K-8. The BESL handbook includes ten sections devoted to the following topics: (1) philosophy and goals of programs using bilingual education procedures, techniques, and methods; (2) organizational design, including remarks on the self-contained bilingual classroom and on team teaching; (3) guidelines and information about materials and district resources; (4) cognitive learning styles; (5) approaches to bilingual lesson delivery; (6) oral language skills, Spanish and English; (7) Spanish Reading Skills; (8) English Reading Skills (Transfer); (9) cultural activities; and (10) parent involvement. An appendix lists often-used acronyms. (BES)

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LONG BEACH UNIFIED SCHOOL DISTRICT

Francis Laufenberg
Superintendent of Schools

BESL HANDBOOK

For Spanish/English BESL Classes

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ACKNOWLEDGMENT

This handbook contains information to assist teachers serving in Bilingual/English as a Second Language (BESL) assignments. Its purpose is to provide focus to our BESL program and to help children improve their ability to read, write, and speak English.

Bilingual/ESL (BESL) education is like science. It is cumulative knowledge. From the Long Beach Unified School District's ESEA Title VII Programs working in harmony with district goals and objectives for students of limited English proficiency, the contents of this manual have been accumulated. Many BESL practitioners, including teachers, aides, and administrators have shared their field experiences and suggestions throughout this document. Also, thoughts from current literature and studies of other BESL programs have been incorporated.

Appreciation is sincerely expressed to the following personnel who contributed to the preparation of the BESL Handbook.

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BESL HANDBOOK

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BESL HANDBOOK

I. INTRODUCTION

A. The BESL Handbook

1. BESL means Bilingual/English as a Second Language. The term refers to the use of two languages in a classroom setting: English and the primary language of participating students.

2. The BESL Handbook was prepared by a committee of teachers, paraprofessionals, and administrators who worked directly with Title VII students during the 1977-81 school years.

3. This guide is intended for use in the Long Beach Unified School District's Spanish/English bilingual classes, grades K-8.

4. Inquiries concerning implementation of the procedures in the BESL Handbook should be directed to the Title VII Office, Room 20, Carver BESL Resource Center.

B. Philosophy

1. The Long Beach Unified School District supports and strives to sustain opportunities for all students to receive a quality education regardless of linguistic or cultural differences. This intent was formally communicated to all interested persons on June 28, 1976 in a resolution of the Long Beach Unified School District Board of Education, as quoted in the following excerpts:

   a. "... it is important that such pupils have opportunities to improve facility in English language communication skills in order to participate more fully in our society...."

   b. "... that all pupils be provided with equal educational opportunities even though they may lack facility in English language communication skills or have a cultural background different from that of majority group pupils...."

   c. "... that the staff of the Long Beach Unified School District be directed to augment existing programs that have been designed to carry out this policy."

2. In accordance with practices based on decisions of the United States Supreme Court and legislation incorporated into the California State Education Code, the school district authorizes and encourages the implementation of programs using bilingual education procedures, techniques and methods to help students of limited English-speaking proficiency (LEP) to understand concepts and to develop needed skills while providing them with instruction designed to promote competence in the English language.

3. Specific references to pertinent Supreme Court decisions and the California State Education Code may be found in the district's Lau Educational Achievement Plan (LEAP) available at each school office.

C. Goals

1. To provide LEP students with instructional programs designed to advance their English-speaking proficiency to a level comparable to that of their English-speaking peers.

2. To utilize the LEP student's primary language in an educationally supportive manner in order to maintain the student at the proper grade level during acquisition of acceptable English language skills.

3. To foster a strong self-image for LEP students through expanded awareness of cultural heritage and contributions to the host community, state and country by people whose heritage they represent.

4. To promote enrichment of English-dominant students in the host community through awareness and appreciation of the LEP students' cultures and languages.

5. To provide daily instruction in English for LEP students, adhering to the following sequential pattern for development of skills:

   a. Listening
   b. Speaking
   c. Reading
   d. Writing

6. To use the LEP students' dominant language, wherever necessary, to insure adequate educational benefits in all required classes and in selected areas of enrichment.

7. To assess the LEP students' dominant language skills and to initiate appropriate reading instruction in the students' dominant language.

8. To prepare each LEP student to transfer reading skills acquired in the primary language toward the development of comparable reading skills in English.

9. To evaluate and acquire appropriate materials in English and Spanish designed to facilitate the instructional procedures recommended in this handbook.

10. To make adequate use of district resources and community activities, and to enlist the aid of parents and paraprofessionals in appropriate aspects of the BESL program.

11. To enrich the educational experiences of all students through the conscious sharing of cultural heritages represented at individual school sites.

D. Bilingual Education

1. The components of Spanish/English bilingual education will be determined by the curriculum and will involve all academic disciplines.

a. Language dominant grouping is normally used in the following subjects:

(1) Spanish Language Arts
(2) English Language Arts
(3) English as a Second Language (ESL)
(4) Spanish as a Second Language (SSL)
(5) Spanish Reading
(6) English Reading
(7) Mathematics

b. Instruction in other subjects will be accomplished through bilingual methods (Alternate, Concurrent, Preview-Review):

(1) Art
(2) Health
(3) Music
(4) Physical Education
(5) Science
(6) Social Studies
(7) Other Subjects

2. The following three strands are representative of Spanish/English bilingual education:

a. English-dominant students

(1) Reading in English
(2) English Language Arts
(3) SSL/Spanish as a Second Language
(4) Mathematics in English

b. Spanish-dominant students

(1) Reading in Spanish
(2) Spanish Language Arts
(3) ESL/English as a Second Language
(4) Mathematics in Spanish

c. English-dominant and Spanish-dominant speakers (mixed)

(1) Art
(2) Health
(3) Music
(4) Physical Education
(5) Science
(6) Social Studies
(7) Other Subjects

3. The appropriate choice of methodologies and the effective use of personnel are essential to the successful implementation of the instructional program for each strand.

a. The teacher is responsible for planning and implementing each student's instructional program. In all strands these processes are facilitated by such support personnel as instructional aides, cross-age tutors, peer tutors, parent aides, or VIPS.

b. The following chart shows the recommended groupings, methodologies and personnel assignments for eleven strands.

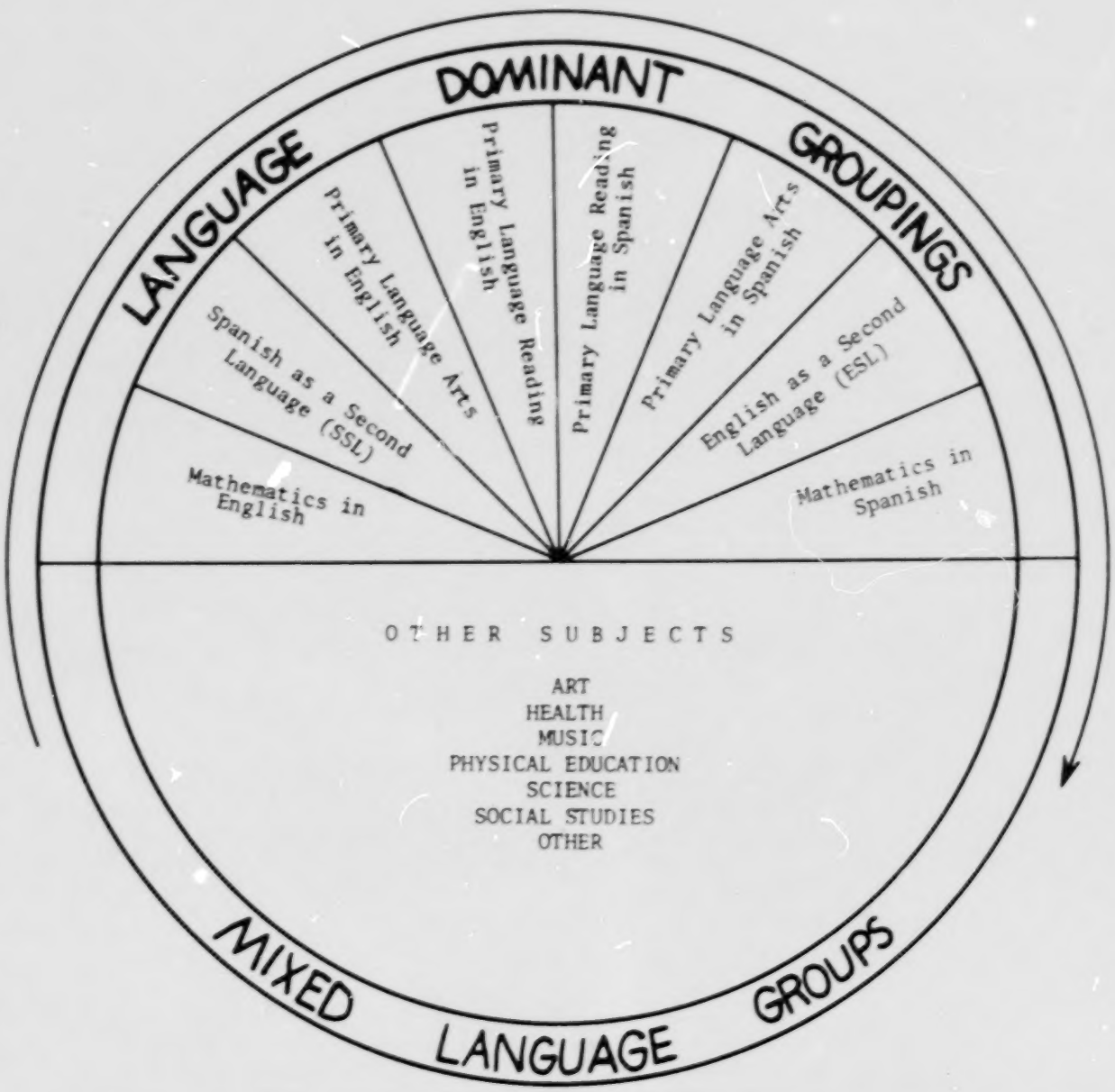
STRAND	GROUPING	METHODOLOGY	PERSONNEL
Reading	By Primary Language	Language Dominant Grouping	Teacher and/or Aide
Language Arts	By Primary Language	Language Dominant Grouping	Teacher and/or Aide
ESL	By Primary Language	Language Dominant Grouping	Teacher and/or Aide
SSL	By Primary Language	Language Dominant Grouping	Teacher and/or Aide
Mathematics	By Primary Language	Language Dominant Grouping	Teacher and/or Aide
Art	Mixed	Alternate or Preview-Review	Teacher and/or Aide
Health	Mixed	Alternate or Preview-Review	Teacher and/or Aide
Music	Mixed	Alternate or Preview-Review	Teacher and/or Aide
Physical Education	Mixed	Alternate or Preview-Review	Teacher and/or Aide
Science	Mixed	Alternate or Preview-Review	Teacher and/or Aide
Social Studies	Mixed	Alternate or Preview-Review	Teacher and/or Aide

4. Pupil Grouping Patterns

   a. For language dominant grouping, there is no mixing of languages.

   b. The following chart shows recommended placement of strands into language dominant groups or mixed language groups.

PUPIL GROUPING PATTERNS BILINGUAL EDUCATION



II. ORGANIZATIONAL DESIGN

A. The Self-Contained Bilingual Classroom

1. Implications

A self-contained classroom has certain implications in the area of planning for the bilingual teacher. Development of an effective management system helps to assure efficient operation under varying factors such as the number of students in relation to aides, volunteers (VIPS), and/or cross-age tutors available, as well as time constraints.

2. Grouping

In a self-contained classroom, as in others, it is necessary to group students into various language and needs clusters. Methods such as the preview-review or alternate approaches need to be heavily relied upon in subject areas such as mathematics, social studies, science, and health. However, reading and language arts must still be taught by means of language dominant grouping. For the teacher of a self-contained classroom to be able to work with one small group at a time, and for the aide to conduct reinforcement activities with another group, there must be a classroom management system in which other students in the class are able to work independently or under the supervision of a volunteer or cross-age tutor. Not only must the students be able to work on their own or in very small groups, they also should be engaged in learning activities that are meaningful and meet their individually diagnosed needs in the specific subject areas.

Before planning for learning activities in the various groups, diagnostic procedures must be conducted to determine a student's strengths and weaknesses.

3. Schedules

Basically, there are two different types of schedules in a self-contained classroom: regular, or split day.

a. Regular Schedule

A regular schedule is one in which the teacher has all of the students in the classroom at one time. In this situation, it is essential to have a classroom management system which includes independent activities such as those contained in centers and contracts. It is necessary that each student has an assigned area and knows where to be.

b. Split-Day Schedule

In this schedule, the entire class does not work with the teacher at the same time for a certain portion of the day. Usually half of the class comes to school one hour earlier than the other half and is dismissed an hour earlier as well. All students in the class receive the same amount of instructional time, regardless of when they arrive or leave.

(1) Having a split-day schedule contributes to effective organization in some cases because only one-half of the students are in the classroom for a portion of the day, and the teacher does not need to plan independent activities for the remainder of the class. Reading is generally taught during the split portion of the day. During this period groups can work with the teacher and also receive reinforcement from the aide. One teacher and one aide can manage this organization without having to rely upon independent activities as much. However, independent activities can still be utilized when students finish with other group work.

(2) On a split-day schedule, subjects such as mathematics, language, social studies, science, health, art, music, and physical education are generally taught when the entire class is present. During this portion of the day the teacher needs to select preview-review, alternate, or concurrent methods, where appropriate.

B. Team Teaching

1. Introduction

In order to meet instructional needs of pupils in a bilingual program, it is often advantageous to utilize a team teaching approach. Team teaching is a way to combine efforts, share skills and ideas, and offer a comprehensive program to the class. By having a team teaching program with one or more other teachers, it is possible to group pupils according to language dominance and needs in the various subject areas. Prior to setting up a team teaching program an appraisal is needed to determine possible participants. The principal may wish to appraise the skills of the entire staff, or one pair of teachers may want to meet with the principal concerning the possibility of initiating team teaching at their grade levels. Below are suggestions for organizing a bilingual team teaching approach.

2. Team Organization and Program Implementation: Typical Factors to Be Considered in Team Organization

a. Students

(1) How many students of limited English proficiency are enrolled at the grade levels involved?

(2) Have these students been tested for language dominance and proficiency?

b. Curriculum

(1) Which subjects need to be taught in each language?

(2) Which subjects will be taught by which teachers?

(3) How will these subjects fit into the time allotment?

c. Teachers

(1) How many teachers are available?

(2) How many monolingual English-speaking teachers are available?

(3) Who will be responsible for which subject?

d. Aides

(1) How many aides are involved?

(2) What is their language ability?

(3) What special skills do they have, such as background in English as a Second Language, Spanish Reading, or working with small groups?

e. Physical Arrangement

(1) Are classrooms located close enough to each other for efficient sharing of materials?

(2) What are the time and distance involved in passing from classroom to classroom?

3. Meetings

a. Who will do the record keeping?

b. How often will meetings be held?

c. What standards of behavior will be applied consistently in every classroom?

4. Assessment of Pupils

a. The purpose of assessment is to enable the teaching team to group pupils according to language dominance and academic needs. The teachers should request language scores from the school office, as determined by language tests. With these scores the teachers may place pupils in groups according to dominant language as well as needs. (See section on bilingual language delivery approach.) The scores may also be used to determine a pupil's oral language ability in his/her dominant language (i.e., a child may be Spanish-speaking, but his/her language skills in Spanish may be exceptionally low or high).

b. Needs in skill areas should also be determined with the help of criterion-referenced tests, when available. These include tests given by individual classroom teachers or specialist teachers. If criterion-referenced tests are not available, it is the responsibility of the teacher to construct assessment instruments.

c. An initial assessment should be completed as quickly as possible so that groups may be organized, schedules planned, and routines established.

5. Progress and Evaluation

a. It is necessary for team teachers to meet and agree collectively on goals and objectives. At the beginning of the school year, those involved should understand the basic philosophy of bilingual education and know the purpose of primary language instruction.

b. Once grouping arrangements have been made, the teachers involved should make arrangements for meetings to discuss the progress of the pupils. There should always be opportunities for children to be regrouped if they excel in a particular area or need remediation in any subject.

6. Sample Teaming Schedules

The following three pages contain sample team teaching schedules for kindergarten, second grade, and reading.

Kindergarten Team Teaching Schedules*

Example 1

Period 1	Period 2	Period 3		Period 4	Period 5	Period 6	Period 7
Opening (Alternate Day) Roll Flag Calendar	Groups A & BB Sensory Motor Activity AA-SSL B-Spanish Language Development	Groups A & AA English Language/Reading Readiness BB-Spanish Language Development	R E C E S S	Math Red-Bilingual Teacher Blue-Bilingual Aide Green-Enrichment Yellow-Monolingual English Teacher	Worktime-4 Centers Example: 1. Paints 2. Listening Post 3. Cut & Paste	Social Studies*/ Music-Health/ Literature *Activities vary day to day	Closing Evaluation Pass Out Papers Necessary Business Sing Song in English or Spanish

Example 2

Period 1	Period 2	Period 3	Period 4	Period 5		Period 6	Period 7
Opening (Alternate Day) Attendance Flag Song	Literature Music & Rhythms Health (rotate)	Sensory Motor (with Reading specialist) 8 Spanish-Dominant 8 English-Dominant ESL - 8 Spanish-Dominant SSL - 8 English-Dominant	A. Reading B. Language C. Mathematics D. Mathematics Lab	B. Reading C. Language D. Mathematics A. Mathematics Lab	R E C E S S	Materials 1. Art 2. Science 3. Cooking 4. Crafts or Blocks (Social Studies)	Evaluation Clean-Up Distribute Lunch Tickets Sing Goodbye Song

*Scheduling needs to be reconciled with the current Kindergarten Guide and Time Allotment

Second Grade Team Teaching Schedule

Second Grade - Class A

Period 1	Period 2	Period 3	Period 4		Period 5	Period 6		Period 7
Opening (Alternate Day) Attendance Flag Calendar Song	Reading (Dominant Language) Area 1 Four Area 2 rota- Area 3 tions Area 4 made daily	ESL	Social Studies	R E C E S S	Physical Education	Mathematics	R E C E S S	Science* Language Health Nutrition Art Music Sharing

Second Grade - Class B

Period 1	Period 2	Period 3	Period 4		Period 5	Period 6		Period 7
Opening (Alternate Day) Attendance Flag Calendar Song	Reading includes SSL	Spelling	Mathematics	L U N C H	Physical Education	Social Studies	R E C E S S	Science* Language Health Nutrition Art Music Sharing

*Subjects may often be integrated to provide additional time for art, music, literature, science, health

Teaming Schedule for Reading*

	Teacher A	Teacher B	Teacher C	Teacher D
Period 1	Spanish Reading, Follow-up Work, ESL, Centers	Spanish Reading, Follow-up Work ESL, Centers	English Reading Follow-up Work, Centers, Listening Post	English Reading Follow-up Work Centers Listening Post
Recess	Recess	Recess	Recess	Recess
Period 2	Spanish Reading, Follow-up Work ESL, Centers	Spanish Reading, Follow-up Work ESL, Centers	English Reading, Follow-up Work, Centers, Listening Post	English Reading, Follow-up Work, Centers, Listening Post

*Four groups rotate to each area within the total alloted Time period.

C. Management Techniques (Centers)

There are many ways for a teacher to meet linguistic and academic needs in a bilingual classroom and maintain an effective classroom management system at the same time. Some suggestions for management of centers follow.

1. Centers (Learning, Reinforcement, Interest)

In this system students work independently on diagnosed needs at different centers in the classroom while the teacher works with small groups. Centers can be arranged by categories such as subject matter, skills areas, or any topic relevant to the curriculum of a particular grade level.

a. Supplies for the different centers will vary, but may include some of the following: Books, writing materials, tapes, record player, listening post, skill boxes, and relevant skill games.

b. Whenever possible, centers should be supervised by an aide, volunteer or cross-age tutor. Then, if students have questions, they can ask for assistance. Also, a supervising person can give encouragement and praise to class members, where appropriate.

c. Before the students begin center activities, the teacher introduces new activities. This can be done at the beginning of the week, if centers are changed weekly. The teacher models how to do different tasks for the benefit of students with different learning styles who may prefer to work at the centers on their own or in small groups.

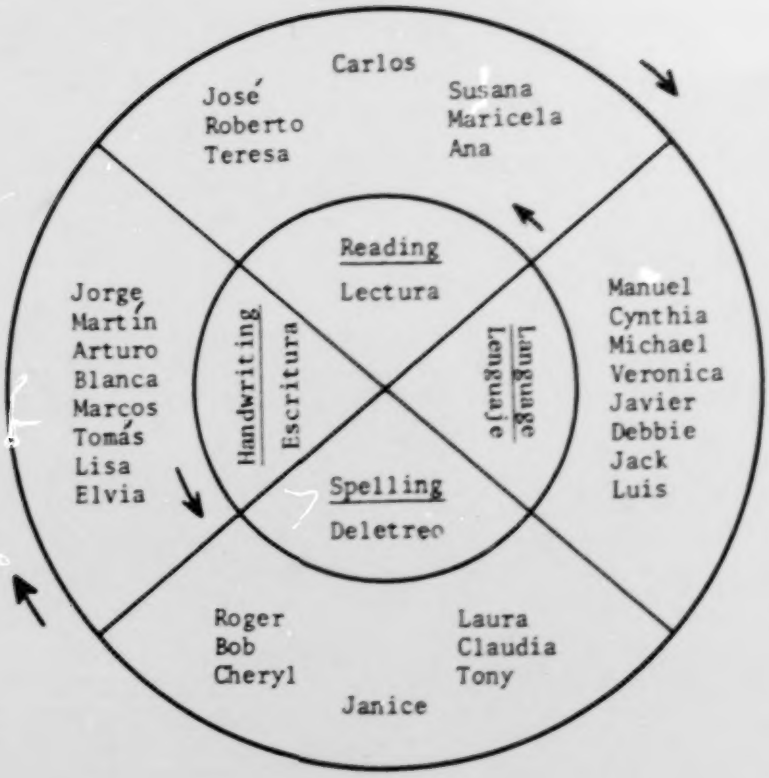
d. A clear understanding of acceptable standards at the centers will assure student cooperation, giving each person an opportunity to participate in activities.

2. Use of Centers in the Regular Schedule

a. Centers are a good adjunct but they are not intended for initiating instruction.

b. Meaningful activities are changed frequently to meet the educational needs of students. It is helpful to organize centers under large headings, such as Reading, Language, Mathematics, Handwriting, Social Studies, Art. Various specific activities can be included at each center.

c. The following is an example of a center rotation wheel to show the center to which a student is assigned on a specific day:



The inside wheel moves counter-clockwise every day so that each child goes to each center at least once during the week.

d. The success of the independent center is contingent upon the ability of the class to work independently. The center may not be appropriate for less mature students. This system requires much advanced planning, but once it is organized, it actually saves time for the teacher. A sample centers classroom has one teacher-directed group and the rest of the class is working independently at centers; there are 15 centers in all. Noise may be controlled by limiting the number of students at each center, but do not expect absolute silence in a classroom where pupils are working independently on multiple activities.

The students are issued Center tickets on Monday. They may be dittoed and look like the following:

Monday (lunes)	Tuesday (martes)	Wednesday (miércoles)	Thursday (jueves)	Friday (viernes)
1	4	7	10	13
2	5	8	11	14
3	6	9	12	15
Read a book (Lea un libro)	Draw a related picture (Haga un dibujo)	Paint a picture (Pinte un retrato)	Do a puzzle (Juegue con un rompe-cabezas)	Other academically related activities

The order of the centers should not be the same on all tickets so that the students will be distributed evenly around the room. Those who consistently finish early and do the work correctly can be trained to tutor those who need more help. The student cuts off the day's ticket, clips it to the finished work and turns it in at the end of the time. The teacher can keep track of the progress of each member of the class. The centers should be divided into content areas: 5 math and 5 reading or pre-reading. Keep in mind the total curriculum of the grade level, and remember to investigate areas such as educational television. Many times guides and/or follow-up material can be obtained free of charge.

3. Centers for Field Sensitive and Field Independent Learners

In planning centers for a bilingual classroom, the different learning styles of non and limited English proficient members of the class need to be approached in slightly different manners. (See definitions, pp. 23-26)

a. Field independent students thrive on centers because they like to work independently, and enjoy a challenge. They also like to work for individual rewards such as those they would receive upon completion of center work.

b. Field sensitive students like to work in groups, prefer having tasks modeled for them, enjoy praise and encouragement while they are working, and respond well to social rewards. Field sensitive pupils like to work with familiar patterns or situations. Field independent students enjoy working with abstract points.

4. Adjustments

In view of the above, adjustments may be necessary in the center system so that all students may work comfortably:

a. Students should have the option of working independently or in small groups of two or three.

b. An aide, volunteer or cross-age tutor is able to provide praise and encouragement for those who can benefit from it.

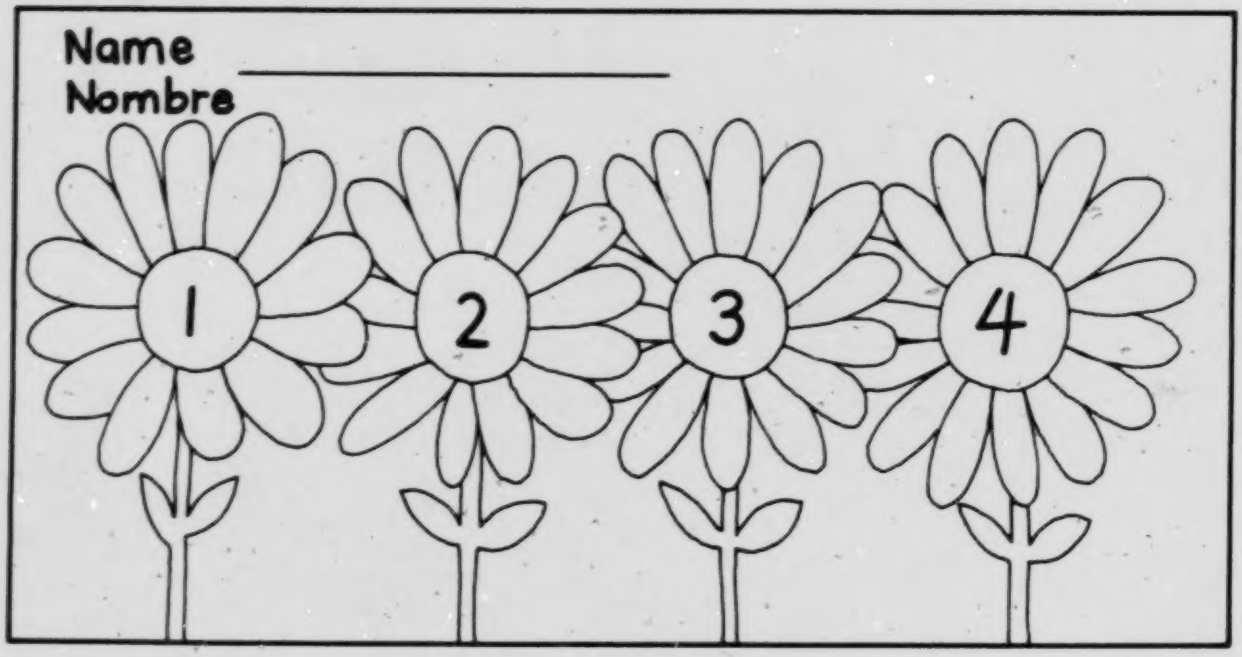
c. Effective centers include activities that relate to the students' personal lives.

d. Individual or group rewards may be planned for completion of center activities.

e. Students need to meet periodically with the teacher for conferences about center work.

5. Record Keeping for Centers

a. When a student completes a center task and shows it to the aide, volunteer or cross-age tutor, the student colors in one flower. When all of the flowers are colored, a reward may be given.



Suggested use - Levels K-2

b. Older students can fill in a card and turn it in at the end of the time period, along with the work done for the day. An example follows:

Name/Nombre _____ Date/Fecha _____

Today I worked in the _____ center.

(Hoy trabajé en el centro de _____.)

I worked on: _____

(Trabajé en: _____

_____

Suggested use - Levels 2-6

c. As centers are planned for a week, the teacher can ditto a list of the activities. The student checks each box as the centers are completed. The aide, volunteer or tutor initials each completed item.

NAME: _____ NOMBRE: _____

DATE(S): _____ FECHAS(S): _____

Work Centers		Centros de Trabajo
1. Math Practice	☐	1. Práctica con las Matemáticas
2. Individualized Math	☐	2. Matemáticas Individualizadas
3. Math Puzzles	☐	3. Rompecabezas de Matemáticas
4. Author's Corner	☐	4. Rincón de Autores
5. Fun Phonics	☐	5. Fonética Divertida
6. Spelling	☐	6. Ortografía
7. Communications	☐	7. Comunicaciones
8. Research	☐	8. Investigaciones
9. Word Building	☐	9. Estudio de Palabras
10. Listening to a Story	☐	10. Atención a un Cuento
11. Music	☐	11. La Música
12. Environment	☐	12. El Ambiente
13. People, People & More People	☐	13. Gente, Gente y Más Gente
14. Art	☐	14. El Arte
15. ESL Puppets	☐	15. Títeres de Inglés Como Segunda Lengua

Suggested use - Level 4-6

d. A form of contract can be used to monitor a student's work at centers.

(1) In this system, students work independently under teacher supervision. Contracts are set up on a daily or weekly basis. They specify tasks that a student will complete, and are related to diagnosed needs.

(2) Contracts need to be brief and easy for students to understand. Picture symbols instead of words are advisable for use with younger children. In order to have the system run smoothly, training is important. It may take time for students to understand the use of contracts. However, early instruction in their use saves time in the long run. As students are learning to use contracts, it helps to start them out with something simple, before proceeding to the more complex.

e. A "special corner" may be designated as a place where students can go when they have finished group and/or center work. It can be made appealing by the addition of chairs, pillows, or a rug. In this special corner the child can read or do some other quiet activity.

D. Management Techniques (Rotation System)

A four-way rotation system is one effective means of management. The following is an example of a reading rotation schedule for a first grade classroom:

1. Rotation System

(1) Lessons with the teacher.

(2) Reinforcement activities and follow-up seatwork.

(3) Centers.

(4) ESL/SSL activities with the aide.

2. Daily Rotation Schedule

Time*	Group A	Group B	Group C	Group D
Period 1	Lesson with Teacher	ESL/SSL with Aide	Centers Time	Reinforcement Seatwork
Period 2	Reinforcement Seatwork	Lesson with Teacher	ESL/SSL with Aide	Centers Time
Period 3	Centers Time	Reinforcement Seatwork	Lesson with Teacher	ESL/SSL with Aide
Period 4	ESL/SSL with Aide	Centers Time	Reinforcement Seatwork	Lesson with Teacher

*Times may vary according to school schedules. For subjects such as a language and mathematics, the same basic rotation pattern may be used. For subjects such as social studies, science, health, art, and music, the teacher is able to work with larger groups via the preview-review alternate.

III. MATERIALS AND DISTRICT RESOURCES FOR THE BESL PROGRAM

A. Materials

In the initial stages of a bilingual program, it is advisable that acquisition of materials begin immediately. Pupils of limited English proficiency (LEP) need materials in their primary language to help them develop English via systematic, organized procedures.

1. Basic Texts

Approved basic texts need to be ordered for students in bilingual classrooms.

a. Approved basic texts need to be ordered for students in bilingual classrooms. The current list of authorized texts (Bilingual/ESL Textbook Catalogue) will provide designated titles for Spanish Reading and for English as a Second Language.

b. The Bilingual/ESL Textbook Evaluation Committee has designated appropriate materials for basic instruction. After reviewing materials at the school site, supplementary materials may also be ordered from the district Bilingual/ESL Catalogue. In this way, a BESL program may be enhanced gradually to fulfill requirements in all areas.

2. Supplementary Texts

Approved materials are listed in the Bilingual/ESL Textbook Catalogue, which is distributed annually to all schools. Selected samples of these materials may be viewed at the Carver Bilingual/ESL Resource Center, Carver School, Room 22. Assistance in selecting materials and guidance for a well-balanced bilingual program may be obtained at the Resource Center by calling 425-2271.

B. District Resources

Realia and a variety of instructional materials may be acquired by consulting the following:

1. Guide for English as a Second Language, K-12, Rev. Ed.
2. The Catalog of Audio-Visual Materials
3. The Materials Workshop at Twain School
4. The ESEA Title VII Office, 421-5769
5. The Bilingual/ESL Resource Center, Carver School, 425-2271
6. The Bilingual Resource Reading Center, Carver School
7. Elementary Consultant Centers
8. The District Translation Manual, which contains instructional materials in English and Spanish
9. The Telecommunications Office (Radio/TV), 880 Locust Avenue

C. The Office of Foreign Languages

The following services are provided by the Office of Foreign Languages, ESL, Bilingual-Bicultural, and Indian Education:

1. Dissemination of information on current requirements in bilingual education.

2. Assistance to schools in providing staff development at individual school sites when requested.

3. Assistance to schools in developing the instructional program for students of limited English proficiency.

4. Maintenance of a Bilingual/ESL (BESL) Resource Center so that personnel may review district-approved materials as well as materials being considered for approval.

5. Assistance to schools in ordering and in utilizing materials.

6. Publication of SABIO, which contains staff development announcements of bilingual in-service opportunities.

D. School Site Resources

1. The principal's responsibilities include:

a. Review of current compliance items for district, state, and/or federal programs at his/her school site.

b. Assignment of responsibilities to various staff members to insure that the school maintains compliance within the framework of an effective instructional program.

c. Review of applicable program review instruments in order to:

(1) Identify state-suggested areas of program quality.

(2) Become familiar with terminology and operational definitions.

d. Ordering of basic materials utilizing textbook credits available to the school, and appropriate supplementary materials.

e. Working closely with the Office of Personnel Services to provide staffing.

f. Exploration of alternative staffing patterns such as team teaching or departmentalization.

g. Meeting with parents and school advisory groups to review goals and objectives of bilingual programs and elicit parent involvement.

h. Provision of objective information at staff and parent meetings on current educational practices in bilingual education.

i. Creation of a positive school climate conducive to the development, maintenance and sharing of skills for the benefit of pupils in the bilingual program.

j. Monitoring of all of the above.

2. Other interested persons at the school site can:

   a. Set up an idea exchange bulletin board and/or display.

   b. Exhibit pupil work in classrooms, school hallways, cafeteria, or office, providing opportunities for pupils of limited English proficiency and their English-speaking counterparts to exhibit linguistic and cultural aspects of their classroom assignments.

   c. Collect realia from various cultures represented in the school population and display in the school library or media center.

   d. Speak at staff and advisory committee meetings on areas of their particular expertise.

   e. Conduct demonstration lessons so that other staff members can observe bilingual methodology and techniques in action.

   f. Encourage parent involvement via personal contact, telephone calls or written invitations to school activities.

   g. Organize "idea exchanges" so that teachers and aides can cooperate in the development of materials.

   h. Participate in "Bring and Brag" sessions, which can be organized as opportunities for teachers to share successful ideas with their colleagues.

E. Classroom Resources

Classroom instruction is enhanced by supplementary materials in both Spanish and English. These may include:

1. Encyclopedias
2. Dictionaries
3. Fiction Books
4. Newspapers
5. Magazines
6. Poetry Anthologies
7. Games and Puzzles
8. Manipulatives
9. Filmstrips
10. Academic Books

IV. COGNITIVE LEARNING STYLES

A. Overview: Individual Learning Styles

1. Successful instruction in a bilingual classroom requires careful consideration of the individual learning styles of students. Some students, such as visual learners or audio-lingual learners, may require special approaches.

2. Regarding these situations and others, such as students with impaired speech, vision or hearing, the teacher may need to consult with the principal concerning personnel who are trained to provide specialized guidance or services.

B. Field Sensitive and Field Independent Students

1. Other learning styles that successful teachers in a bilingual classroom will learn to recognize are field sensitive and field independent.

2. Knowledge of these styles is used by the teacher in creating an effective learning environment. Following are lists of characteristics of these two types of learners:

Field Sensitive Students:	Field Independent Students:
a. are sensitive to the social atmosphere; they are not ready to begin a lesson until they feel comfortable socially.	a. do not pay as much attention to the social atmosphere as do field sensitive students. They can begin a lesson quickly.
b. like to work for social rewards, such as praise from the teacher, positive notes to their parents, and the approval of friends. They particularly seek approval of others, as opposed to self-approval.	b. like to work for individual rewards, such as stars, medals, ribbons, and points. They also respond to losing points, as an incentive to work harder the next time.
c. work best in cooperative situations, working in a group toward a common goal, such as a classroom party.	c. are often competitive; they learn well through games where someone is the winner and someone is the loser.
d. like to have a personalized relationship with the teacher (i.e., they have interest in the teacher's likes and dislikes, personal life). They often identify with the teacher.	d. usually prefer to have a more formal relationship with the teacher.

e. like to have their teachers model for them; they like to be shown exactly how to do something.	e. like to do things their own way; they do not like to work from precise instructions or models. They use the teacher as a consultant rather than as a guide.
f. like to know how a lesson or activity fits into a bigger picture; in other words, they like to know how the lesson relates to other things they have learned, and how it will be useful to them in other ways.	f. seem to be completely absorbed in what they are doing. They often seem to be working to meet standards they have set for themselves, rewarding themselves with expressions of self-approval when these standards are met.
g. enjoy stories about familiar situations, such as stories about school and home life and people or characters with whom they can identify.	g. are generally task-oriented.
h. prefer human to abstract curriculum. For example, a subject such as math can be taught to a field sensitive group by way of stories with imaginative characters.	h. enjoy learning about abstract points. Most current math curriculum is especially suited to field independent learning. In math, field independent learners take much interest in graphs and in abstract properties of numbers and shapes.

3. <u>The following are steps that can be used for teaching a field sensitive lesson</u>:

   a. Begin the lesson with some social interaction with the student.

   b. Give the class a basic overview of:

      (1) The lesson's objectives
      (2) Skills and abilities that they will acquire from the lesson
      (3) How they can use their newly-acquired knowledge

   c. Keep focusing the students' attention on the main objectives of the lesson.

   d. Include story-like content and human interest points in the lesson. The following is an example of a field sensitive

math story.

> Mrs. Square is making a patchwork quilt. She likes her pieces of material to have four good corners. She doesn't like triangles, because they always seem to be missing a corner, and she doesn't like pointy corners, either. And as for rectangles, they look too much like bricks to her, and not like patches for her quilt. Mrs. Triangle, on the other hand, loves the pointy corners that triangles have, and all the different ways she can fit them together. Mrs. Square once gave her some left-overs, and she didn't know what to do with them until she got the idea of cutting the squares in half and making two triangles out of each one.*

e. Try to utilize as many of the five senses as possible in the lesson.

f. Give detailed instructions, and model for the class any task that you wish for them to complete.

g. Give praise and encouragement to the group, while also expressing confidence in each individual student's abilities.

h. Encourage good rapport among the members of the group.

i. Allow students in the group to work together.

j. Use group sanctions in order to make the group as a whole responsible for good behavior.

4. The following are steps that can be used for teaching a field independent lesson:

a. Begin the lesson immediately, in a business-like manner.

b. Have the task well organized.

c. Pay close attention to detail in the lesson.

d. Pay close attention to helping students correct any errors they may make.

e. Provide for students to work independently; try to keep groups to a minimum.

f. Allow for competition among students; set up competition for points, stars and other types of prizes.

g. Utilize centers, contracts and other forms of individualized learning activities.

h. Teach some concepts by way of games, short cuts, tricks and other methods rather than through human interest stories.

*Taken from handout in workshop given by Jeanie Harnage, California State University, Fullerton, 1978.

i. Remind individual students to follow standards, if necessary.

5. The following factors need to be considered in the development of cognitive flexibility (the ability to function within the two cognitive learning styles):

   a. It is necessary to include bicognitive development (the development of two cognitive styles) in the bilingual classroom, so that children may adapt to a variety of different learning styles.

   b. It is important to provide for gradual introduction of a new cognitive style.

   c. There is a need to be systematic in the development of cognitive flexibility, so that conflict between home and school values may be avoided.

   d. It is important that field sensitive children begin by participating mostly in field sensitive lessons, using field sensitive materials.

   e. As a gradual introduction to the concept of competition, the teacher can have groups of students compete, and members of the group can work together to win a prize.

   f. As an ultimate result, bicognitive development and cognitive flexibility will help students to succeed in their own special environments, and in other school and community experiences.

C. Other Ways of Looking at Cognitive Styles

1. In addition to the learning styles discussed above, it is helpful to consider other areas which affect cognitive styles of students.

   a. Certain learners may prefer either a visual or an auditory instructional mode.

   b. Individual students may respond best to different types of structure: high, moderate, or low.

   c. The physical context of learning affects students; some like silence, others prefer background noise.

   d. Time may be a factor with individual students who may be more attentive either early in the day or late in the day.

2. The key to successful incorporation of a student's learning style into any classroom situation is an understanding teacher.

V. BILINGUAL LESSON DELIVERY APPROACHES

A. Overview

In a bilingual classroom, there are several standardized approaches to utilizing two languages. Selection of these approaches should be based on pupil needs and subject matter being taught. The key to successful use of any approach is to be consistent, so that pupils will feel comfortable with the routine of the presentation. The approaches to be discussed herein include alternate languages, concurrent languages, language dominant grouping, preview-review and eclectic.

B. Types of Bilingual Services

1. If there are fewer than ten LEP students in one primary language (L_1) other than English per grade level, the type of program provided will be the BILP (Bilingual Individual Learning Plan).

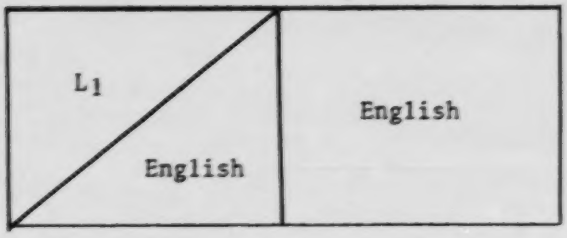
BILP Services

L_1 used in an educationally supportive manner.	English as a Second Language development provided daily.

2. If there are ten or more LEP students of one primary language other than English per grade level, a bilingual classroom may be provided at the elementary level.

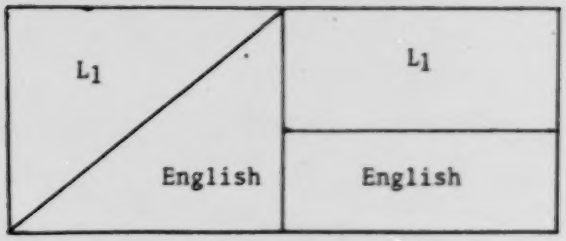
   a. One type of classroom offering provides for transitional bilingual education. Students receive concept development in their primary language and ESL until they meet criteria to make the transition into an all-English curriculum.

Transitional Bilingual Program



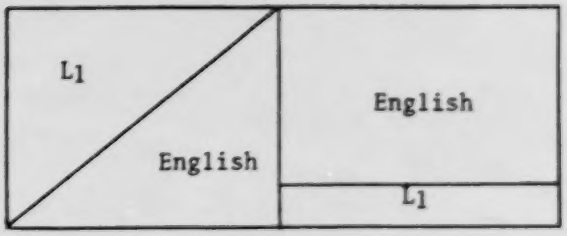
b. Another type of classroom offering used in some areas of the United States provides a maintenance program of bilingual education. It begins with the same offerings as in a transitional program, but after students have met criteria for instruction in English, this program maintains instruction through the students' primary language as well.

Maintenance Bilingual Program



c. In a quality bilingual program, whether transitional or maintenance, languages are respected. In a transitional program, students who have met criteria for all-English instruction will find the other language of the bilingual classroom used in various situations throughout the school day, as shown in the diagram below.

Transitional Program With Partial L_1 Services



C. Alternate Language Approach

Lessons are delivered one day (or at one time) in one language, and then another day (or at another time) in the other language. Students are grouped heterogeneously, and one language is used exclusively for each presentation with equal time devoted to each language on an alternating basis. Content areas which may be taught by this method include all subjects except reading and language arts.

1. Advantages of the alternate approach:

a. Because similar lessons are delivered in two languages, pupils reinforce concepts of both first and second languages.

b. To provide continuity, a consecutive lesson may be delivered in the alternate language, thus economizing instruction time while maintaining equal language emphasis.

c. As consecutive lessons are delivered in the alternate language, comprehension may be at a different cognitive level for those pupils participating in a lesson in their second language.

d. The teacher should have equal facility in both languages and an awareness of the need for structured, organized use of both languages on an alternate basis.

D. Concurrent Approach

During lessons, two languages are used interchangeably with special care to avoid direct translation or the mixing of two languages within one sentence. This method is usually, but not exclusively, for a linguistically mixed group of students. Research indicates that the concurrent approach should be used with considerable caution.

1. One person may deliver the lessons using both languages, or two individuals may present the lesson, each modeling a different language.

   a. For young students, information is presented in small segments of complete ideas.

   b. For older students, ideas may be presented in larger segments of complete ideas.

2. Content areas taught using the concurrent method may include all subjects with the exception of reading and language development.

3. Advantages of the concurrent approach:

   a. Students may be more attentive by being able to participate more frequently due to the assured use of their dominant language.

   b. Students receive equal time for acquisition and reinforcement of skills in the cognitive and affective domains.

   c. Lessons may be taught to a large or small linguistically mixed group.

4. Special considerations:

   a. Students may give more attention to information in their dominant language, rather than equal attention to both languages.

   b. The teacher will need to organize instruction for equal utilization of two languages throughout the lesson.

   c. Care must be taken to assure that lessons are not chopped into segments so small that it is difficult for students to understand concepts.

   d. Teachers need to avoid mixing of languages in the middle of a sentence or thought.

E. Language Dominant Grouping Approach

This method is used for communicating most clearly in the pupil's native language. It facilitates delivery of critical or basic, fundamental concepts. During lessons, students are grouped by dominant language and needs. Only the dominant language is used for instruction. English dominant students participate in a lesson in English, and Spanish dominant students participate in Spanish.

1. Content areas taught by language dominant grouping include:

   a. Reading
   b. Oral and Written Language
   c. English as a Second Language (taught in English)
   d. Spanish as a Second Language (taught in Spanish)
   e. Mathematics
   f. Other subjects, where appropriate

2. Advantages of language dominant grouping:

   a. Students receive instruction in the language they understand better.

   b. More positive cognitive and affective learning is encouraged in certain subjects.

   c. Teachers can plan efficiently in one language, without having to translate materials or lessons from one language to another.

3. Special considerations:

   a. Schedules must be arranged to assure group interaction, rather than to utilize language dominant grouping throughout the day.

   b. Teachers need to plan time schedules so that students meet with both the teacher and the aide, volunteer, or cross-age tutor, although one or the other may have different degrees of bilinguality.

F. Preview-Review Approach

This method is used for first or second language acquisition for concept learning.

1. Students may be grouped by dominant languages at the beginning of a lesson.

   a. The preview of the lesson is delivered in one language by an instructor who is a model in that language. Students may be divided into language-dominant groups for this part of the lesson.

   b. The body of the lesson is presented to the mixed group by the instructor who is a language model in the opposite language.

   c. The review of the lesson is delivered by both language model instructors concurrently, or delivered separately in language

dominant groups.

2. Either language may be used as the preview and review language. However, the other language should be used the following day as the preview and review language to maintain all groups' content skills.

3. Content areas which lend themselves to preview and review teaching methods include the social sciences, fine arts, physical education and science.

4. Advantages of the preview-review approach:

   a. Students receive intensive skill development from appropriate language model instructors.

   b. Pupils can focus on one language at a time, and do not need to switch language codes for concept intake.

   c. Consecutive modeling of use of the opposite language allows students to feel comfortable about the pattern of language usage.

5. Special considerations:

   a. If consecutive use is not made of both languages, comprehension of cognitive skills and attitudes in the affective domain may be hampered.

   b. Students who always receive only a preview and review in their dominant language from a bilingual aide will need to receive supervision and instruction from the teacher at a different point in the schedule.

   c. The preview-review approach ideally utilizes two persons for implementation. Each person serves as a model in one of the languages of the bilingual classroom. A qualified bilingual teacher may be a language model for both Spanish and English.

G. Implementation Procedures for Bilingual Lesson Delivery Approaches

1. Dual Language Procedure

   a. This method is used for instruction in the student's dominant language by an instructor who is a model in that language

   b. Primary language models do not instruct in the second language.

   c. Pupils are grouped by language dominance.

   d. Instruction is given in the dominant language for basic concept formation skills. A second language model will conduct all second language lessons.

   e. Primary language content areas are taught in that language to speakers of the language by a primary language model.

f. Second language content areas are taught in the second language to speakers of that language by a second language model.

g. Advantages of the dual language approach:

(1) Students receive basic concept instruction by instructors qualified in the model language.

(2) Bilingual pupils may alternate between language and skills groups.

h. Special considerations:

(1) A plan must be made so that first and second language learners are not separated for too much of their academic learning time.

(2) A monolingual teacher must avoid relying heavily on the competencies of a bilingual aide.

2. Eclectic Procedure

a. Lessons are delivered using any combination of the aforementioned approaches.

b. Any verbal and/or non-verbal communication deemed appropriate in either language is utilized.

c. This approach is used only in extraordinary classroom situations in which a structured language delivery will not meet the immediate needs of the students, as in an emergency. Otherwise, a specific lesson delivery approach is designated in the curriculum. Each individual subject is consistently taught using the particular approach which the teacher has selected.

VI. ORAL LANGUAGE

A. Spanish

1. Primary Oral Language Development.

a. The development of oral language skills in a child's primary or dominant language is essential to the development of future skills. For a Spanish-speaking student, the Spanish language is the concrete reality, and the English language is the abstract concept. Beginning with a firm Spanish oral language program allows the student to move from the concrete into the abstract. It is considered best to begin development in the language the student knows and understands rather than in a language which is totally or relatively unfamiliar.

b. Another reason for having a firm oral language development program in Spanish is that a student may speak that language but lack sufficient fluency for adequate communication. Children are commonly deficient in their native language. This applies as much to English speaking children as to Spanish speaking children. For this reason, students should have the opportunity to develop and sharpen oral language skills in their primary language.

c. Although oral language, as a foundation, is usually among the first of the sequential steps, it must not be discontinued after other processes, such as reading and writing, have begun. Oral language development is just like a house that must be cared for throughout the years; it is an on-going process. Oral language skills must be constantly expanded and improved.

2. Oral Language Skill Areas*

a. Four main skill areas are considered crucial to oral language development:

(1) Listening
(2) Oral Expression
(3) Vocabulary
(4) Grammar and Usage

b. In the lists below the four areas are divided into essential skills, which may, in some circumstances, be interrelated.

(1) Listening Skills

(a) Auditory discrimination
(b) Classification and sequencing of ideas
(c) Following directions
(d) Recall

*For a more detailed listing of skills, refer to the Long Beach Unified School District Index of Skills: Oral and Written Language, (K-6).

(2) Vocabulary Development

(a) Awareness of dialects and their validity
(b) Formation of new words by extending the meaning of existing words
(c) Labeling common objects
(d) Word identification skills
(e) Word meaning

(3) Oral Expression Skills

(a) Ability to ask and answer questions
(b) Articulation
(c) Etiquette for speaking
(d) Eye contact
(e) Presentation of ideas in a clear, logical order

(4) Grammar and Usage

(a) Ability to distinguish different morphological forms (singular, plural, possessive)
(b) Appropriate use of pronouns and other parts of speech
(c) Subject-verb agreement
(d) Proper selection and formation of tense
(e) Syntax (word order)

3. Activities for the Development of Skills

The following activities and games may be used for instruction in and reinforcement of Spanish oral language skills. Since these suggestions may prove useful in more than one oral language skill area, a chart is provided at the end of this section to show an overview of the different ways in which some of the activities may be used.

a. Adivinanzas (Riddles)

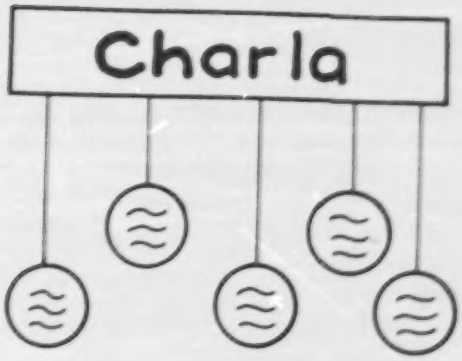
Riddles aid vocabulary enrichment and help to improve listening and speaking skills. Students can be encouraged to learn riddles and to ask their friends or parents to guess the answers. Riddles are available in various publications. The following riddle is a popular example:

Vuela sin alas,	It flies without wings
silba sin boca,	It whistles without a mouth
y no se ve	You cannot see it
ni se toca	Nor can you touch it
¿Qué es?	What is it?
(El viento)	(The wind)

b. Charla (Talk-about)

This is a teacher-constructed visual aid which stimulates students to talk about a wide variety of subject matter, including concrete objects, creative ideas, or open-ended

situations. Below is a drawing of how the visual aid might look, and a description of how to make it:



It is a mobile, made out of colored tagboard, and is color-coded. On one side the circles are yellow, or any other single color, and everything on this side is written in English. On the reverse side, the circles are a different color, green, for example: and on this side everything is written in Spanish. The circles are all connected to the top of the mobile by strings. On each circle, a topic is written. A student comes up, chooses a circle, and talks about that topic in front of the group in his/her dominant language.

Possible topics for this activity include:

(1) Si pudiera tener tres deseos (If I could have three wishes)
(2) Si tuviera un millón de dólares (If I had a million dollars)
(3) Mis comidas favoritas (My favorite foods)
(4) Mi persona favorita (My favorite person)
(5) Mi animal favorito (My favorite animal)

c. Choral Reading

Choral reading is an oral language activity in which a group of students recites a poem or a short story which has been learned from a written chart or book. Students memorize and rehearse a selection, and then present it to an audience. The teacher may select a poem or short story, or the students may choose one of their favorites. In many cases, the students can make up an original poem or story. Choral reading provides an opportunity for building confidence in speaking ability. It is also a field sensitive activity, since the students work together as a group, developing a stronger sense of responsibility toward other class members. This is particularly evident in choral reading. As each student participates, the entire group can share a sense of pride in accomplishment. Students do not feel the impact of failure in this activity because mistakes do not stand out as they do when they speak alone. This activity provides an opportunity to practice speech patterns, and to avoid such habits as a tendency to speak too rapidly or to slur words.

d. Feeling Bags

A variety of objects can be made available to students and

placed in bags. These items can be chosen to promote discussion. If students need to work on a particular skill such as the recognition of round objects, the teacher can select appropriate materials. Another example would be an opportunity for choosing rough or smooth objects during a lesson on classification.

e. Flannel Board Stories

Flannel board stories are an excellent way of introducing literature and eliciting participation from the group and/or individuals. For best results, the first presentation should be made by the teacher, and repeated by having the entire group tell the story. Later, individuals may play "teacher" and tell the story to the class.

f. Gossip Games

There are many variations and uses for this activity, all of which can be adapted to fit the Spanish oral language development program.

(1) Voy al Supermercado (I'm Going to the Supermarket)

For this game, the students sit in a circle. One student starts the game by saying aloud, "Voy al supermercado y voy a comprar _____." (I'm going to the supermarket, and I'm going to buy _____.") The student tells one item that will be bought at the store. The next student repeats what the first one said by using the entire phrase, and adds another item. The process goes on around the circle, with every participant trying to recall, repeat, and add something new. This develops recall, oral expression, and vocabulary.

(2) Chisme (Gossip)

The children sit in a circle, and the first student whispers a sentence to the student on his/her right. That student whispers the same sentence to the next one and the message is whispered from student to student until it comes back to the originator, who verifies whether the sentence is still the same or if it has been changed along the way. This activity develops skills in recall.

(3) ¿Qué Dijo? (What Did He Say?)

This is another gossip-type game for developing listening and recall skills. The students sit in a circle, and Member A whispers something to Member B. Member C asks Member B, "¿Qué dijo?" (What did he say?) Member B then has to relay to Member C the message told by Member A. This can be continued around the circle, using the same message or different messages.

g. Lotería (Bingo)

The popular game of Bingo can be adapted to many different subject areas to provide practice in listening and recall skills. The teacher can make sets of Lotería cards for virtually any category, including:

sonidos (sounds)	colores (colors)
letras (letters)	legumbres (vegetables)
números (numbers)	frutas (fruits)
formas (shapes)	muebles (furniture)
animales (animals)	edificios (buildings)

h. Musical Instruments

Activities which require auditory discrimination may be planned, using musical instruments. The teacher or a member of the class plays a note on an instrument while another student listens but is not allowed to look at what is being played. This student will try to identify the instrument, thereby increasing auditory perception.

i. Open-Ended Stories

The teacher begins any type of story, such as "Nuestra Excursión al Parque Zoológico" ("Our Trip to the Zoo"), and the students complete it. In this way it is possible to discuss things that are relevant to the class. Topics may sometimes be chosen by the students themselves.

j. Parejas Mínimas (Minimal Pairs)

(1) Since it is necessary for a student to develop auditory discrimination skills before learning to read, the teacher needs to provide for practice in areas that may be difficult for the student. Parejas mínimas (minimal pairs) is one such area. A minimal pair is a pair of words that sound the same except for one consonant or vowel sound such as pesa/mesa or misa/mesa. Since the two words are similar, they may be confused.

(2) A game to help students separate minimal pairs starts with the teacher saying a pair of words to a group of children. If the words are the same, the children clap their hands. If they are minimal pair words (have one sound in the same position that is different) the children touch their heads. Here are some examples of minimal pairs in Spanish:

casa - masa	techo - hecho
tapa - mapa	pipa - papa
gato - pato	hija - hoja
misa - mesa	risa - rosa

k. Plays

(1) Plays are an extension of role playing. For this activity, the teacher may read the students a popular story in Spanish, or the students may hear the story at a listening post. Then various members of the class are chosen to pose as the different characters to act out the play. They can even make costumes and props. To assist young students, the teacher coaches them with their lines by saying the lines quietly and having the students repeat them aloud. Older students memorize the lines or write them on cue cards and carry them during the play.

(2) Another way to do a play is to have students make up dialogues using their own words. They can make up original plays on a favorite subject, be this a television program, an every day situation, or a holiday. In a bilingual classroom, they could develop plays about famous people from the cultural backgrounds represented in the classroom.

(3) When a teacher selects a play to do with the class, it is advisable to choose one that will be of interest to the group and will have enough characters so that everyone will have a part. Some popular stories that can be done in play form include;

(a) Los Tres Cerditos (The Three Little Pigs)
(b) La Caperucita Roja (Little Red Riding Hood)
(c) La Cenicienta (Cinderella)

(4) If students develop a play that they would like to share with others, the teacher may volunteer to have the group present the play at an assembly, advisory council meeting, or other school function. If the audience is bilingual, care should be taken to include bilingual narration or an introduction to the play presented bilingually.

l. Poetry and Rhyming Activities

Listening to and memorizing poems and nursery rhymes helps students to increase their vocabulary and provides them with a sense of rhythm for their language. This activity also helps pupils build self-confidence when they master rhymes, short poems, or jingles.

m. Puppetry

Students construct their own puppets to act out well-known stories or stories they have written themselves.

n. Radio Programs

This type of learning experience is an opportunity for the

student to construct imaginative setting for stories heard on the radio. The series on the Monster Books, El Monstruo, is very popular with students. Time schedules for radio programs are available at school sites or from the Telecommunications Office.

o. Retelling a Story

The teacher tells or reads a story to a small or a large group. Then the students in the group may retell the story in their own words. This is a good exercise for developing listening skills such as recall, analytical skills such as sequencing of ideas, and oral expression skills such as presentation of ideas in a clear, logical order. This activity also provides for vocabulary expansion and development of comprehension.

p. Role Playing

Role playing allows students to express themselves in their own language or dialect, and allows them to share their thoughts, feelings, and attitudes. It provides them with an opportunity to expand vocabulary. It encourages shy students to participate; they feel as if it is not they themselves speaking, but rather the characters they are portraying. Further explanation of their own feelings may also provide the supplementary benefits of a psychodrama. There are many types of role playing, such as:

(1) Playing House

Students take on roles of family members (maybe even pets), and act out situations from everyday life.

(2) Members of the Community

Children may act out different occupations, even combining this with playing house. For example, the mother can take the baby to see the doctor. This provides an opportunity for language development, and can also be interrelated with social studies activities in the primary grades.

(3) Famous People

Students enjoy acting out roles of people famous in history or people they consider famous. In a bilingual classroom, they may wish to imitate famous people from the cultural backgrounds of the class in order to learn more about their cultural heritage. Famous people from everyday life may be included, also. For example, Chapulin Colorado, the colorful television comic, is well-known by many Spanish-speaking students.

(4) Playing School

Students play the role of the teacher or of other class members.

(5) Telephone Conversations

This is an activity where students feel free to say whatever they please because they often represent fictional characters, not themselves. The teacher may either provide a topic to discuss on the telephone, or may let the students choose their own topics.

q. Sharing

This activity gives students the opportunity to talk about themselves or their families, new items, or other events of personal interest. Sharing is done formally as a class presentation or informally, where the class sits in a circle and the children take turns talking.

r. Silent Movies

Movies without narration lend themselves well to class discussion and evaluation. Each student is encouraged to express opinions. This activity encourages students to work together and to respect other people's ideas and opinions.

s. Simón Dice (Simon Says)

This game incorporates listening skills, such as following directions, auditory discrimination, and vocabulary expansion. The game may be played at a beginning level where one-step directions are given, or older students may play the game with two- or three-step directions. Good leadership abilities can be practiced when a student has a turn to be Simón.

t. Singing

Singing involves the class in an informal way. It lays the groundwork for discussion of rhyming words (many of which are minimal pairs) or vocabulary development. Auditory discrimination and recall can also be incorporated into this activity.

u. Slide Presentations

Discussion can be stimulated by the presentation of slides. If the teacher has the opportunity to photograph the class, the students will be eager to see themselves. Other highly stimulating subjects are slides of places or things of interest which relate to an area of study such as social studies, holidays, or special interest centers.

v. Tape Recordings

(1) Tape recording encourages production of oral language. If a student is too shy to speak before a group, talking into a microphone with fewer people around is often a

way to build self-confidence and to attain the goal of speaking before a group. A student records an original story written and illustrated during a language experience activity. The teacher plays the taped story through a listening post, for other students to share. For students who have no inhibitions about speaking before a group, tape recordings give them an opportunity to hear their own voice patterns and intonations, and to discover what they sound like to other people.

(2) In preparation for parent visits during Open House Week, students may want to make a tape recording about school. They can tell about class activities, or share opinions on what they like about school. The recording made in each student's dominant language, gives parents an opportunity to learn about the bilingual program as explained by the students themselves.

w. Trabalenguas (Tongue Twisters)

Tongue twisters are good for oral language development because they help students learn to discriminate between sounds, determining which are the same, and which are different. They are also good for helping students practice a sound with which they may be having difficulty. Tongue twisters, such as the following, are available in various publications.

(1) Mi mamá me ama.
A mi me mima mi mamá.
Mi mamá a mí me mima.

(2) R con R guitarra.
R con R barril.
Rápido corren los carros,
Los carros del ferrocarril.

SUMMARY OF ACTIVITIES FOR SPANISH ORAL LANGUAGE DEVELOPMENT

ACTIVITY (See previous pages)	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	T
Auditory Discrimination								■		■		■								■	■			■	6
Creativity													■			■						■		3
Listening	■					■	■		■					■	■							■		7
Memorization/Recall						■					■													2
Self-confidence			■								■	■												3
Self-evaluation											■					■						■		3
Speaking/Narration	■	■	■	■	■	■								■		■	■	■			■	■	■	13
Vocabulary						■	■							■	■	■								5

The above chart is designed to aid teachers in the selection of activities for the development of specific skills in the area of Spanish oral language. These same activities may be adapted also to English oral language development.

B. English

1. English as a Second Language is an essential component of all bilingual programs. The emphasis on English proficiency is not an attempt to suppress the student's primary language. The dignity of both languages is maintained throughout a student's education in order to promote the development of a truly bilingual individual.

2. The student's primary language is used in an educationally supportive manner to illustrate the differences and similarities in the two languages.

3. Oral English skills are taught simultaneously with Spanish reading for preliterate, Spanish-dominant students. This procedure prepares the student for successful transfer of Spanish reading skills to English reading. A student who has not mastered the fundamental sounds or the minimal vocabulary of a given language is not ready to undertake a reading program in that language.

4. Oral English language will be taught daily in a bilingual program. All teachers are required to assist NEP/LEP students with the acquisition of English language skills.

5. The following principles apply to English as a Second Language:

   a. NEP/LEP students must be provided with daily instruction in English as a Second Language. The district Time Allotment provides a guide for utilization of instructional periods.

   b. The classroom teacher is the principal instructor of English to NEP/LEP students.

   c. English instruction follows a sequential pattern of skill development:

      (1) Listening and understanding
      (2) Speaking
      (3) Reading
      (4) Writing

   d. Small group instruction consists of the teaching of vocabulary and language patterns reinforced through games and activities, and natural language acquisition opportunities.

   e. NEP/LEP students develop their English skills through participation with the total class in English language activities such as songs, dances, poems, cultural lessons, stories and filmstrips.

6. Concepts developed for oral Spanish in Part IV, Section A of this guide may be adapted to the teaching of oral English language. Pertinent areas include the following:

   Subsection 1 - Sequential Language Skills
   Subsection 3 - Oral Language Skill Areas
   Subsection 4 - Activities for the Development of Skills

7. Although methodologies for teaching Spanish pronunciation apply as well to English pronunciation, the oral patterns of English require specialized techniques.

   a. Intonation Patterns. Teachers serve as language models for helping students to adapt oral English to appropriate patterns of intonation for statements, series, inverted complex sentences, commands and questions. Students learn that intonation is essential to effective communication. An example is the need for rising inflection for questions answerable by yes or no compared with falling inflection for questions not answerable by yes or no.

   b. Tone. English uses four tones for normal conversation. Spanish also has four tones, but the fourth or highest tone is reserved for expressing anger. The ESL student must learn to adapt English speech to a broader range of tones by practicing with suitable language models.

   c. Rhythm. Imitation of model voices will help students to develop awareness concerning the irregular rhythm of English. This need exists because the rhythmic pattern of Spanish is extremely regular.

   d. Vocalic Quality. The rigidly pure vowels of Spanish must be abandoned for proper English pronunciation. The traditional slurring of English vowels must be demonstrated by the instructor in order to distinguish between the English words and near equivalents in the following examples.

ENGLISH	SPANISH
may	me
coal	col
seen	sin
base	ves

   e. Phonemes. Within a given language any sound (phonetic unit) whose mispronunciation alters the meaning of a word is called a phoneme. Example: den may be pronounced either den or dane in Spanish but not in English. Many phonemes of English are non-phonemic in Spanish. Students must be helped to realize, for example, that the following pairs are not the same word.

hot - hat	bait - bet
Don - Dan	sail - sell
coast - cost	hole - haul

8. Techniques for teaching language patterns are varied. In the audio-lingual approach the teacher models the statement and/or response and the student responds approximately. With this approach the teacher can use repetition drill, dialog drill, chain dialog, backward build-up, substitution drill, replacement drill, conversion drill, cued answer drill, and recall questions. Drills should be brief, purposeful, appropriate to the instructional level and supplemented when possible with illustrative realia.

a. Backward Build-Up. This is an effective technique invaluable to teachers when correcting students who are unable to repeat the language patterns or part of the language patterns. Instead of correcting students from the beginning of the sentence, correction is made from the end.

EXAMPLE:
T: I went to school. (Model)
S: I go to escool. (Incorrect Response)
T: school
S: school
T: to school
S: to school
T: went to school
S: went to school
T: I went to school.
S: I went to school. (Correct Response)

b. Repetition Drill. In this type of language drill, the teacher models the pattern and one student repeats it. This kind of drill is very useful for the introduction of new vocabulary and structures.

EXAMPLE:
T: This is a cat.
S: This is a cat.

It is permissible to combine the techniques of the backward build-up drill and the repetition drill.

c. Chain Drill. This drill provides the teacher with an idea of the students' knowledge of vocabulary and language patterns. To begin the drill the teacher asks the first student a question. He/she answers and then asks the question of the second student. The second student answers the questions and asks the third student the question. The question and answer process continues until each student has had a turn to ask and answer the question.

EXAMPLE:
T: Do you have a book?
S-1: Yes, I do.
S-1 to S-2: Do you have a book:
S-2: Yes, I do.
S-2 to S-3: Do you have a book?
S-3: Yes, I do.

d. Substitution Drill. This drill is very useful in the introduction of new vocabulary. The teacher models the pattern and the students repeat. Later one word of the pattern is substituted by another word of the same type.

EXAMPLE:
T: I have a pencil.
S: I have a pencil.
T: book
S: I have a book.
T: crayon
S: I have a crayon.

e. Question/Answer Drill. This drill is useful for checking students' comprehension of language patterns and knowledge of vocabulary words. The student responds to a question by the teacher.

EXAMPLE: T: What is your name?
S: My name is Juan.

f. Expansion Drill. A word or expression is added to a base sentence in the position where it correctly belongs.

EXAMPLE: T: I like apples.
S: I like apples.
T: red
S: I like red apples.
T: to eat
S: I like to eat red apples.

g. Reduction Drill. A sentence is shortened by changing a phrase or clause to a single word.

EXAMPLE: T: I see the map. I see...
S: I see it.
T: Put it on that table. Put it...
S: Put it there.

h. Transformation Drill. This technique is used to effect changes in a sentence pattern.

EXAMPLE: T: Mary, ask Paula to find out where Bill is from.
Mary: (to Paula) Ask Bill where he's from.
Paula: (to Bill) Where are you from, Bill?
Bill: (to Paula) I'm from Omaha.
Paula: (to Mary) He's from Omaha.

SIMPLER VERSIONS:

T: Tell Jan to erase the board.
S: Jan, erase the board.
T: Ask Luis if he's hungry.
S: Are you hungry, Luis?
T: Say that you're tired.
S: I'm tired.

9. Reinforcement activities are vital to sustain the success of instruction in English as a Second Language. The following activities will help to promote retention.

a. Activity 1. Teacher gives commands using a list of all commands taught to date. Students respond physically (walk, run, stand, etc.).

b. Activity 2. Class plays "Simon Says" using commands from prepared list.

c. Activity 3. Two teams are formed. They are seated in rows facing each other. The first team member gives a command to the first team member on the opposite team. The teacher may hold a card depicting the command to be given. If the command is given correctly and acted out correctly, each team gets a point. If one fails, the opportunity is given to the first member of the other team.

d. Activity 4. Students form a circle. The teacher puts an item in the middle. Then the teacher designates a student (a ball may be thrown) and asks, "What's this?" The student must reply, "This is a _____."

e. Activity 5. Divide the students into two teams, team #1 for X's and team #2 for O's. Pick up the first card and show it to the first member of a team asking, "What's this?" The student responds, "This is a _____." If the student is correct an X is placed on the board or paper. The teacher continues to show cards to the same team until they make an error. This is tic-tac-toe.

f. Activity 6. The teacher collects a milk carton, juice can, etc., and sets them up on a table. One student acts as the vendor at the cafeteria and asks each of the students, "What do you want?" They respond, "I want..."

g. Activity 7. Pictures of places (bathroom, kitchen, library, store, etc.) and a designated student must ask another for permission to go to one of the places or for directions how to get there. The student must stand beside the picture representing the place.

h. Activity 8. The teacher models going to another classroom and asking for materials (scissors, paste, paper, eraser). The teacher then hands out visuals for the vocabulary. Each student pretends to ask for equipment, knocking on the door or on the back of a chair. The student with the visual says, "Please come in." The entering student says, "Excuse me, please give me the _____." The second student says, "Here it is." The first student replies, "Thank you" and the second, "You're welcome."

10. Natural language opportunities are essential to the mastery of English as a Second Language in practical situations. Instead of teaching English exclusively through drills, the language becomes more meaningful through the natural language approach, which allows the students to focus on using language to communicate. Special features of this approach follow.

a. Classroom time is used to practice communication; drilling may be assigned as a homework activity.

b. Teacher creates situations which motivate students to communicate.

c. Emphasis is on acquiring large recognition vocabulary; vocabulary range is more important than grammatical structure.

d. Transmission of meaning is more important than the structural accuracy of the transmission; excessive error correction is avoided during communication activities.

e. Realia, three dimensionals, and illustrations are used to provide contextual clues to meaningful communication.

f. Relevant and interesting topics are employed as vehicle of communication to insure motivation and foster internalization of language concepts.

g. Natural language techniques follow primary language acquisition patterns and theories. This helps students feel confortable and breaks down the affective filter so that sppech production is not inhibited.

h. The children are encouraged to participate actively and learn by doing. Activities such as role playing, puppet shows, cooking, or charades are conducted frequently.

i. Whenever possible, children are encouraged to interact with each other to create a flow of conversation that lends itself to development of new sentence patterns utilizing learned vocabulary.

VII. SPANISH READING SKILLS

A. Why Teach Spanish Reading

1. If Spanish is a child's native language, it is the language acquired within the home environment and contains elements of the child's culture and value system. It is logical to have a student begin with the language that has been practiced thousands of hours.

2. The security of one's own language promotes self-esteem and contributes to predictable success in learning the more complex skills required for reading.

3. If Spanish is a child's home language, a degree of oral mastery has already been attained. It is logical to proceed from speaking to reading within the same sound system.

4. Students should not be expected to read material in an unfamiliar language. For a Spanish proficient student, English appears as cryptic as Polish to an American who has never seen or heard Polish language. While it is true that a student could learn the process of decoding English words, it would be meaningless if the student had no idea of what is being read. A student could read the word "cat" but may have no reason to associate "cat" with the animal known only as "gato".

5. Some sounds exist in English that do not exist in Spanish or do not exist in the same location. Some examples are:

   a. the "uh" (schwa) sound
   b. short vowels
   c. the various sounds made for the same vowel, as opposed to one consistent sound for each vowel in Spanish
   d. digraph sounds such as sh, ch, wh, th
   e. certain final consonants such as "bug", "crab", "friend", and "drum"

   Even sounds that exist in both languages may be troublesome. Spanish, for example does not combine initial s with most other consonants and never ends a word in more than one consonant, resulting in entirely new concepts for such common English words as speaks, scripts, or stands.

   If a student cannot hear certain English sounds, it will be particularly frustrating to try to decode English words containing those sounds. A student must first acquire proper oral language skills in English while working on development of reading skills in the primary language.

6. According to a study reported in the publication, A Better Chance to Learn: Bilingual Bicultural Education[1]: "Some languages are easier to read than others. The greater the phonetic correspondence

[1] A Better Chance to Learn: Bilingual Bicultural Education (U.S. Commission on Civil Rights Clearinghouse, May, 1975), p. 52-53.

between the written symbol and the sound, the easier the language is to decode and to read. Decoding skills are easier to learn in Spanish because the written codes are phonetically consistent with the oral language. In English, decoding is more difficult because the phonetic code is not entirely consistent with the language. To a great extent, a reader must be able to anticipate words in a sentence based on knowledge of the language. This is difficult for LEP children due to their limited knowledge of the English language."

7. Once a student has acquired reading skills in the primary language, it is possible to transfer those skills to the second language. Many educators still believe that the reading process must be reinitiated, but studies show that this is not the case. A student who learns to read in Spanish, acquires such skills as left-to-right progression, comprehension and sequencing. When that child makes the transition to English reading, these same skills may be utilized.

B. Methodologies for Spanish Reading

1. The procedure for helping children to acquire reading skills is shared by all languages. The steps leading to eventual reading proficiency, whether in English or Spanish, need only to be developed once for each student. Non-linguistic reading concepts that have been mastered in Spanish reading will be readily applicable to the development of reading ability in English. Acquisition of English vocabulary, familiarity with elements of syntax, and recognition of the phonetic inconsistencies of English are some aspects that may require separate development. Most other fundamentals, involving, for example, motor skills and decoding procedures, should not require additional treatment in the acquisition of a second language.

2. Several methodologies are available for meeting the needs of students learning to read in Spanish. Each method should be understood thoroughly so that the final selection of a methodology will achieve optimum results with specified classes. As the individual and collective needs of students become more apparent, methods may be altered or combined.

3. The remainder of this section of the BESL Handbook discusses the following seven methodologies:

   a. Synthetic Methods

(1)	Fonético	Phonetic
(2)	Alfabético	Alphabetic
(3)	Silábico	Syllabic
(4)	Onomatopéyico	Onomatopoeic

   b. Analytic Methods

(1)	Global	Global
(2)	Ecléctico	Eclectic
(3)	Palabras Generadoras	Generative Words
(4)	Experiencias Lingüísticas	Language Experience

C. Synthetic Methods

1. Characteristics of the Phonetic Method (El Método Fonético)

   a. Places emphasis on the sounds that represent the letters of the alphabet, rather than letter names.

   b. Students learn all of the sounds represented by the letters and their combinations.

   c. Students learn that words are composed of individual sounds.

   d. Students learn that sounds are combined and mixed in words.

   e. Students learn that words are combined to form sentences.

   f. Students learn how to decode in a step-by-step manner.

   g. This method particularly addresses auditory skills of the learners.

   h. Because sounds are presented in isolation, there are difficulties in pronunciation of certain isolated sounds such as /b/, /p/, /k/, /q/, /d/, /l/.

2. Characteristics of the Alphabetic Method (El Método Alfabético)

   a. Uses the names of the letters to spell words. (Example - "eme a eme a = mamá.")

   b. Begins with the names of the letters of the alphabet. (Example - "A-Alicia, B-Blanca, etc.")

   c. Students learn vowels first, then they learn the consonants.

   d. Students learn how the vowels and consonants blend to create syllables. (Example - "eme a = ma.")

   e. Students learn how syllables form words. (Example - "eme a eme a = mamá.")

   f. This method has certain special considerations, such as possible boredom due to excessive repetition, or confusion of some students due to remembering the letter names instead of blending sounds together.

3. Characteristics of the Syllabic Method (El Método Silábico)

   a. The main basis of this method is the decoding of syllables.

   b. Students learn to recognize syllables phonetically.

   c. Students learn how to combine syllables in order to make words.

   d. Students begin by learning the easiest vowels and consonants, and then progress to more difficult ones.

e. This method is considered to be a quick way to teach reading.

f. The following are steps that can be used to teach reading according to the Syllabic Method:

(1) Teach the vowel sounds: a, e, i, o, u.

(2) Introduce a consonant and show how to combine it with different vowels. (Example: m + a = ma, m + e = me)

(3) Show how to make and read a word. (Example: ma + sa = masa, ca + sa = casa)

(4) Show how to make and read a sentence. (Example: Mamá me mima)

4. Characteristics of the Onomatopoeic Method (El Método Onomatopoéyico)

a. Consists of the sound of a letter associated with the action of a person, animal or object.

b. The vowels are taught first, and then the consonants are taught.

c. Each sound is taught using a story to illustrate the sound.

d. The name of the letter is taught after the sound has been learned.

e. After students can associate the sounds to the letters, they progress to analyzing the parts of words and to identifying syllables.

5. The following steps can implement the Onomatopoeic Method:

a. The teacher tells the story stressing the sound to be taught. (Example: In teaching the sound that goes with the letter "a", there is a story about going to the doctor. The doctor wants to check the person's throat and asks the person to say "ah".)

b. The teacher models the isolated sound and the students repeat it.

c. The teacher gives examples of words that contain the particular sound and asks for ideas from members of the class.

d. The teacher writes the sound.

e. The students read the sound.

f. The students write the sound (first in the air, then on paper).

g. The following are examples of stories for each sound, along with translations:

(1) a = lo que decimos para el doctor
(what the doctor tells us to say)
Ejemplos: a, la, mamá. Mamá ama a papá.

(2) e = lo que dice el viejo que no puede oir bien
(what the old man who can't hear well says)
Ejemplos: se, lee, feo. Pepe le lee a Tere.

(3) i = lo que dice el ratoncito
(the sound the mouse makes)
Ejemplos: y, sí, hijo. Mi hija dice que sí.

(4) o = lo que dice el charro a su caballo
(what the cowboy says to his horse)
Ejemplos: o, lo, ojo. Los locos son flojos.

(5) u = lo que dice el viento
(the sound the wind makes)
Ejemplos: u, su, bambú. Me gusta tu actitud.

(6) s = lo que dice una víbora
(the sound a snake makes)
Ejemplos: su, más, esos. Sus sacos están sucios.

(7) m = el mugido de la vaca
(the "moo" of a cow)
Ejemplos: mi, ama, mima. Mamá mima a memo.

(8) r = el ruido del coche sobre el empedrado
(the noise of a car on a rough road)
Ejemplos: oro, raro, por. Para Raúl es raro correr.

(9) t = el ruidito del reloj
(the ticking of a clock)
Ejemplos: tu, pato, trata. ¡Tú tienes tantos estantes!

(10) l = la lengüeta del perro
(the tongue of a dog)
Ejemplos: lo, sol, Lola. Lola es la más leal.

(11) j = el jadeo o fuerte aspiración de un caminante fatigado
(the panting sound of a tired runner)
Ejemplos: jota, paja, reloj. Escojo a la mejor gente de México.

(12) f = el resoplido de un gato asustado o furioso
(the hissing sound of a frightened or enraged cat)
Ejemplos: fe, fin, sofá. Fue fea la foto del flaco.

(13) n = el eco del tañido de una campana
(the echo of the ring of a bell)
Ejemplos: no, en, Ana. No gana ni Lana ni Adán.

(14) c (fuerte) = el cacareo de una gallina
(hard c) (the cackle of a hen)
Ejemplos: que, coco, acá. Quique come queso con Paca.

(15) p = el estampido de un canoncito de juguete
(the firing sound of a toy cannon)
Ejemplos: por, hipo, papa. Pepe perdió la pipa de papá.

(16) g (fuerte) = el sonido de las gotas de agua saliendo de una botella
(hard g) (the sound of water drops coming out of a bottle)
Ejemplos: gas, gol, tengo. Venga a bailar el tango y la conga.

(17) g (suave) = el ruido de una gárgara
(soft g) (the sound of gargling)
Ejemplos: hago, soga, lugar. A Hugo le gusta el agua del lago.

(18) ch = el ruido que hace un muchacho al chapalear en el agua
(the noise that a boy makes upon splashing in the water)
Ejemplos: che, ocho, hacha. Chucho y las muchachas están en chiapas.

(19) ll = el chillido de la sierra cuando se afila con una lima
(the shrieking sound of a saw when sharpened with a file)
Ejemplos: silla, allá, llano. Ella pone el pollo en la olla allí.

(20) b = el balido de un corderito
(the bleating sound of a lamb)
Ejemplos: va, beca, bote. Ambos hacen varios cambios.

h. It is difficult to construct appropriate stories for the /d/ and /r/ (suave): these sounds, together with their corresponding letters, are just taught as they are. This is also true of the following:

(1) x - has several sounds
(2) v - pronounced the same as /b/
(3) y - pronounced the same as /ll/
(4) z and c (suave) - pronounced the same as the /s/
(5) c (fuerte) - pronounced the same as /qu/
(6) g (aspirada) - pronounced the same as /j/
(7) h - is a silent letter
(8) k - not used for Spanish words; most commonly used for words from other languages
(9) w - not used for Spanish words; most commonly used for words from other languages

D. Analytic Methods

1. Characteristics of the Global Method (El Método Global)

a. This method focuses on teaching whole words rather than on teaching individual sounds; therefore, it is also known as the "sight-word" approach.

b. It is based on the psychological principle that we speak in whole words.

c. This method consists of teaching reading and writing through whole words and sentences without analyzing the syllables and letters.

d. It helps students to see that there is a functional relationship between what is said and what is written.

e. This method requires much work on the part of the teacher for material presentation, and the process of teaching reading takes longer than with other methods.

f. The following are factors to consider when implementing the Global Method:

(1) Stress the oral aspect heavily. Develop vocabulary and rely strongly on the experiences of the student.

(2) Thoroughly discuss the words that are presented. Make sure that the students know the meanings of concepts of the vocabulary words.

(3) Use a variety of methods to introduce new words.

(4) Label objects in the classroom so that the students will see the words and read them.

(5) Use much repetition of vocabulary words as well as checking for comprehension and pronunciation.

(6) Have students study the elements of words, in order to understand phonetic parts that make up the whole.

2. Characteristics of the Generative Words Method. (El Método de Palabras Generadoras)

a. This was created by Paolo Freire as an alphabetizing method.

b. It is based on generative words important to the group or individual. (Example: amor, mamá, papá, etc.)

c. Students learn each word as a whole in the following manner:

(1) The teacher reads the word
(2) The word's meaning is illustrated
(3) The students pronounce the word
(4) The students memorize the word

d. After students learn words, they are taught how to analyze their basic parts according to the following:

(1) Identification of syllables
(2) Identification of sounds in each syllable
(3) Identification of letters

e. This method allows students to see the relationships between letters and sounds, between sounds and syllables and between syllables and words.

f. This method teaches students how to break down words into parts, and then put them back together to make new words.

g. After memorizing the generated words, students can group the words to make meaningful phrases and sentences.

h. Creative reading developed from Freire's methods and applied at the elementary level in the bilingual classroom. It consists of 4 levels.

(1) Descriptive
(2) Interpretive
(3) Critical
(4) Multiculturally Creative

3. Characteristics of the Language Experience Approach

a. This method was first suggested by Roach Van Allen as a means of teaching reading (decoding) skills to native English speaking students. It was found that it could be applied to teaching beginning reading skills to non-English and limited-English proficient students in a bilingual class.

b. Language Experience is based on the following:

(1) What a student can/does think about.

(2) What a student says can be written (or dictated) to the teacher.

(3) What has been written can be read.

c. This method provides a way for the students to acquire the basic skills of reading, whether they are literate in their first language or not, with comfortable, familiar and non-threatening material of his/her own.

d. This method utilizes the student's own knowledge and interests, making the material more meaningful and motivating. It also tends to be "culturally fair" to each member of the class.

e. This method can be used as a class, small group or individual activity.

f. Since the method is individualized and ungraded, it avoids the problems of "ability" grouping. Students begin at their own levels and proceed at their own pace.

g. Language Experience makes no distinction between the development of reading skills and the development of listening, speaking, spelling and writing skills. All of the above are considered to be essential.

h. Language Experience "values the language of each student, faulty as it may be, as a beginning point for further development." It puts the thinking of each student at the heart of the teaching-learning process.

i. The following are steps for implementing the Language Experience Approach, although not necessarily in this order:

(1) The students bring something relating to an experience (Example: a drawing, a photograph, a recording, etc.) or they participate in an experience planned by the teacher.

(2) The students tell about these experiences in their own words.

(3) The students dictate their "story" or "experience" to the teacher using their own words. The writers copy down the story exactly as told - errors and all.

(4) The teacher reads the "story" back to the students while the students read along. The students may then reread the story on their own several times, aloud or silently.

(5) The students try writing the story themselves, gradually correcting and changing errors and increasing vocabulary.

(6) The students and/or teacher may put several stories together to form individual readers, often including the students' own illustrations.

(7) When the basic skill of decoding has been achieved, students may be introduced to teacher-prepared or commercial reading materials.

4. Characteristics of the Eclectic Method (El Método Ecléctico)

a. This method consists of both synthetic and analytic methodologies.

b. It takes the best parts from any or all of the other methods and combines them.

c. This method is varied and lends itself to individualizing for students' needs, accommodating the learning styles of different students.

d. Because there are no definite guidelines for this method, an individual teacher can follow his/her own preferences.

e. Through use of this method, students are taught to:

(1) Associate symbol to sound
(2) Write from dictation
(3) Copy
(4) Create new words
(5) Visualize the shapes of letters
(6) Identify the sounds represented by letters
(7) Write the shapes of letters

E. Sample Grouping for Spanish Reading

1. The first step in grouping is assessing the needs of the students. Then the process of meeting needs efficiently depends much on the

classroom management system the teacher uses. Some prefer individualized instruction, small group instruction, the "center" approach, or teaming with another teacher.

2. The following are examples of small group and centers approaches. If students are grouped in four needs levels, the teacher may wish to set up the classroom to serve each of the four groups with different activities which would be performed simultaneously by the groups within predetermined time limits. Then the groups would simply rotate to the remaining areas to receive full instructions.

3. In a primary team-teaching situation, the all-Spanish classroom areas are completely in Spanish at first with English systematically developed and added as in the following suggestions:

   a. Area I might be the teacher-directed reading group.

   b. Area II might be the follow-up to the teacher-directed lesson just taught plus board work. This could be "News of the Day" or a story composed by the class that morning. (For efficiency the teacher may give color names to the groups and then have folders of those same colors available for storage of work. This type of system is easily learned by students and once routines are established the job of teaching reading becomes much easier.)

   c. Area III could be a listening post with different types of follow-up activities depending on the needs of the particular group. This could also be an area for daily re-inforcement of language arts skills introduced earlier:

      (1) Monday - Students listen to a story and answer comprehension questions.

      (2) Tuesday - The teacher has games or dittos on a particular skill needed for the group, i.e., the red folder might have an alphabetical order activity, the blue folder might contain sequencing, the yellow would have following directions, the orange would have an activity dealing with classification. If the activities are not self-explanatory, a VIP, older student (tutor) or a student from another group who is proficient in that skill could work with the group.

      (3) Wednesday - Handwriting day.

      (4) Thursday - Dictation exercises (the teacher tape records instructions for the group, such as writing the letters of the alphabet when dictated, numbers, or words).

      (5) Friday - Newspaper day. There are many activities to do with a newspaper. Students could cut out letters or numbers to write their own names, addresses and telephone numbers or find pictures that relate to a story in their reading book.

d. Area IV would provide the services of a teacher aide and could be second-language instruction (note carefully that reading level in the second language may be far below that of the primary language). Area IV could also be utilized as a spelling center. The aide could dictate words, give tests, offer oral language development (constructing sentences using spelling words), and work on dictionary skills.

4. Later on, when the students begin to make the transition to English, the same ideas can be used, but everything is color coded (and must be consistent throughout the classroom!), and the student completes the assigned work. Using a mini-chart rack, with English in its color on one side and Spanish in its color on the other side, is helpful so that students can sit on the side of the table their "language" points to. If everything is done sequentially and explained well, this does not become confusing or frustrating to the class.

5. Whenever possible, the areas mentioned above should be designed thematically so that topics addressed are interrelated, and students will benefit from consistency of instruction.

VIII. ENGLISH READING SKILLS

A. Overview

When LEP students reach a threshold level of reading competency in their primary language, they will have a foundation of skills which will transfer with predictable success into English reading. Before a limited English proficient student is introduced to formal English reading instruction, the student should:

1. Have attained sufficient aural/oral competence in English to predict success as determined by ESL specialist and/or classroom teacher. Resources to be used in determining this competence should include basic English word frequency lists and/or recommendations specified by teachers' manuals from the basal ESL program used at the school site.

2. Have attained the skills in Spanish reading according to criteria established by the Bilingual/ESL (BESL) specialist and/or designated bilingual classroom teacher which make the introduction to English reading appropriate for him/her as an educational procedure. Resources to be used in determining these skills should include recommendations specified by teachers' manuals from the basal Spanish readings series used at the school site and/or school site adoptions of inventories of reading skills.

3. Have attained skills in primary language reading which, according to the levels specified by the BESL specialist and/or designated bilingual classroom teacher, will provide for positive transfer from Spanish to English in the following areas:

   a. Reading readiness
   b. Decoding
   c. Literal and inferential comprehension
   d. Literary skills
   e. Study skills

   Resources to be consulted in determining these skills should include the Long Beach Unified School District Guide, Reading K-6, and/or a Spanish reading continuum specifying these skills which is being used at the school site.

4. Have demonstrated oral proficiency in English by reaching the level of proficiency recommended by manuals which accompany a language census instrument on which the LEP student has been tested, such as the IDEA Test, the Bilingual Syntax Measure, the Language Assessment Scales or any other district-designated test of oral English proficiency.

5. During and after the application of the above criteria, teachers will continue to provide opportunities to have respect maintained for the students' primary language while they are participating in an English reading program.

B. Additional Considerations

1. Enrichment or language maintenance activities in the primary language can be provided students after they are no longer receiving directed instruction in that language.

2. Exceptions to reading instruction in the student's dominant language may also be justified.

3. If test results indicate that students are dominant in Spanish, but have been reading in English, they should not be changed to reading in the dominant language unless:

   a. They have made little or no progress in English reading.

   b. It is determined that a language comprehension problem in English has caused the lack of progress.

   c. The teacher, in consultation with a bilingual specialist teacher and/or the school principal, determines that the student should be changed.

   d. The students' parents are informed of the reasons for the change and are in agreement.

4. A student who has exceptional difficulties (psychological, perceptual, or sociological problems) may require special attention. The following school site personnel may be service resources for consultation to determine the need for special assistance.

   a. Teacher
   b. Bilingual specialist, if available
   c. Counselor
   d. Principal
   e. Parent/guardian

5. An equally balanced bilingual student requires special consideration. When a proficiency test indicates lack of dominance in either language, a choice needs to be made before placing the student in a dominant language instructional group.

   It is necessary to consider the additional following factors:

   a. Home language usage
   b. Parent interview
   c. Classroom teacher observation
   d. Prior academic placement progress
   e. Student interview by bilingual specialist
   f. Cross validation by alternate language assessment instrument

6. Placing the equally balanced bilingual student in an English academic program should be done with special understanding. The student's prior total language development skills have occurred

in a dual sound system environment. Teachers need to alter expectations and objectives, and maintain vigilant diagnostic-prescriptive attitudes.

Methods which lend themselves to the need of the equally balanced bilingual student are:

a. Reading through meaning and/or language experience techniques in any academic area.

b. Visually demonstrable subject matter materials.

c. Activities utilizing peer tutors for clarification of learning tasks.

d. Opportunities for peer interaction.

7. Through BSM, IDEA and LAS testing in Spanish/English, the proficiency categories indicated in the chart below were developed and may be utilized to help plan instructional programs for students.

OCR/LAU Category		Spanish	English
A1	Speaks only Spanish	FSS (FSP)**	NES (NEP)
A2*	Speaks some Spanish and no English	LSS (LSP)	NES (NEP)
B	Speaks mostly Spanish and some English	FSS (FSP)	LES (LEP)
C	Speaks Spanish and English equally	FSS (FSP) LSS (LSP) NSS	FES (FEP) LES (LEP) NES (LEP)
D1	Speaks mostly English and some Spanish	LSS (LSP)	LES (LEP)
D2	Speaks some English and no Spanish	NSS (LSP)	LES (LEP)
E	Speaks only English	NSS (LSP)	FES (FEP)

*Levels A2, D1, and D2 have been added to the OCR/LAU-developed levels inasmuch as some pupils did not fit into any of the categories listed in the OCR Data Request.

**See Appendix for abbreviations.

8. Suggestions for helping upper grade and secondary LEP students who are limited in reading skills (English/Spanish Bilingual Programs. Spanish Reading Strand):

a. Use basic resources for diagnosis and instruction.

(1) Determine whether the student has other special needs in areas such as health, vision, hearing, counseling, or special education.

(2) Determine whether:

(a) Students have had the opportunity to attend school.

(b) Students have been attending school but have made little progress in reading.

(3) Examine cumulative records of the student for data pertinent to reading and language development. Review data on student progress in both languages, where available.

(4) Test to diagnose the student's strengths and weaknesses in both languages of the bilingual program.

(5) Assign the student to a Spanish or English reading group based on his/her language dominance, and the school's or district's criteria for transfer into second language reading.

(6) For those students placed in the Spanish reading group(s), actually sit down on a daily basis and proceed through a sequential readiness program in Spanish.

(7) Many older students who are exposed to an accelerated phonics program in Spanish are able to learn to read within one year.

(8) Use tape recorded stories with read-along books to strengthen auditory skills.

(9) Incorporate dictation activities into the reading program. Provide flash cards for students to use in practicing words they are learning, and in reviewing high frequency words.

b. Use human resources for basic instruction and the affective domain

(1) Pair a strong student as a peer tutor with a student who needs assistance in reading.

(2) Use cross-age tutors.

(a) Let older students tutor in a first grade classroom during reading period.

(b) Train the older students so that their cross-age tutoring sessions in the primary classroom will reinforce reading skills they need to acquire.

(c) Avoid using this particular cross-age tutoring time for the tutor to be involved in paint mixing or general organizational or housekeeping tasks, and concentrate on reading.

(3) Let the older student work closely with a particular teacher from the past with whom he/she has developed a close rapport.

(4) High school students may benefit from heart-to-heart discussions about the importance of reading with teachers whom they respect.

c. Use a variety of motivational resources*

(1) Plan a "popcorn party" or other class activity to be scheduled when a group of students completes a particular objective.

(2) Incorporate the language experience approach into reading lessons to capitalize on students' personal interests.

(3) Ask students to develop captions for newspaper pictures.

(4) Use comic books for occasional high-interest reading activities.

(5) Cut up magazines printed in the dominant language of students and discuss articles or pictures of timely interest to the reading group.

(6) Ask students to read package or can labels.

(7) Have students select favorite programs or plan television viewing schedules using guides printed in the dominant language of the reading group.

(8) Try to obtain department store catalogues in both English and Spanish.

(9) Have students do activities using magazines which fit in well with social studies as well as reading, such as National Geographic.

(10) Correlate social studies activities with reading skills in such activities as map work. Students can be asked to find and read names of places on the map, such as where they were born or where they are living.

(11) For high school students, use the English or Spanish version of the driver's manual from the Department of Motor Vehicles.

(12) When students have a reading experience such as a song or poem, put it up on the bulletin board and leave it up so that it can be re-read.

(13) Write down and duplicate popular songs, leaving blanks for students to fill in missing words.

*These resources can be provided in Spanish and/or English, depending upon the student's diagnosed needs.

(14) Have students read songs or other printed items into a tape recorder.

(15) Use a card reader to give students an opportunity to practice aural/oral skills related to their reading.

(16) Provide many opportunities for students to participate in choral reading activities.

IX. CULTURAL ACTIVITIES

A. Community Resources

The cultural resources of the community can enhance classroom activities provided for pupils of limited English proficiency. The bilingual classroom teacher may take advantage of these resources in the following manners:

1. Persons from the community with the same primary language or culture as pupils in the bilingual class may contribute in the classroom, including:

   a. Parents
   b. Relatives
   c. Persons in the community
   d. Career speakers

2. Cultural activities may include:

   a. Sharing of native clothing and artifacts
   b. Cultural celebrations
   c. Music
   d. Dance
   e. Literature and traditional foods

3. Classrooms may participate in events reflecting the culture of pupils of limited English proficiency, such as:

   a. El 16 de Septiembre (Independence Day)
   b. El Día de los Muertos (Halloween)
   c. Las Posadas (Christmas Activity)
   d. El Cinco de Mayo (May 5th)
   e. Celebrations from other cultures, including American
   f. School-community gatherings
   g. Carnivals
   h. Ice cream socials
   i. Art exhibits, sharing of creative work

4. Classrooms may visit points of interest in the community reflecting the culture of the pupils of limited English proficiency.

   a. Library
   b. Grocery store
   c. Neighborhood walks

5. Points of interest and events will vary greatly from one area of the community to the other. Because of this, teachers need to stay well-informed about current activities in the school community. Resources for obtaining information include:

   a. Local newspaper
   b. Telephone yellow pages
   c. Bulletins from neighborhood organizations
   d. School-community worker
   e. Community residents
   f. Parents of participating students

6. It is helpful to develop a community resource file at the beginning of each school year. The file can include information such as:

   a. Names of persons who are willing to be contacted
   b. Special skills, talents or knowledge
   c. Language(s) spoken
   d. How and when to contact each person on the list

B. Preparing for the Cultural Activity

Once a cultural activity has been scheduled, certain steps must be taken to insure a successful experience for all participants.

1. The teacher should request that bilingual persons be available for the presentation.

2. The teacher will need to inform the presenters of the language composition of the audience.

3. Parents and aides accompanying classes on visits and to presentations need to be aware of:

   a. Classroom language composition
   b. Need for expression in first and/or second language of pupils
   c. Rationale for cultural activities

4. Students in the bilingual classroom should be acquainted with the purpose of the experience:

   a. Bilingual activities prior to the experience will prepare students for the language or culture involved.

   b. Possible questions for the presenters should be discussed beforehand.

   c. New vocabulary words should be discussed.

5. If the visit is planned as a bilingual activity, arrangements need to be made in advance for the utilization of the primary language and/or culture during the visit.

6. Grouping arrangements may contribute to a successful learning experience.

   a. Language proficiencies for adults and students need to be considered when forming groups.

   b. Care should be taken to match the language skills of accompanying adults with the groups they serve.

C. Culmination Activities

Culmination activities are the final step for a successful bilingual community experience. They may include the following:

1. Oral Language Experiences

a. Discussion of activities
b. Reenactment of events

2. Written Language Experiences

a. Language experience stories
b. Thank-you letters
c. School newspaper or bulletin board articles
d. Recipes

3. Art Projects

a. Murals
b. Maps
c. Crafts
d. Illustrations

4. Cooking

a. Preparing and sampling foods
b. Sharing recipes

5. Dramatization

a. Using music and dance
b. Acting out events

6. Reading

a. Books or articles related to the cultural activity
b. Class experience charts or booklets summarizing what took place during the activity

7. Mathematics

a. Story problems using situations from the cultural event
b. Counting activities or graphs using things students saw during the community activity

8. Social Studies

a. Reports on information gained during the community event
b. Research skills to gather further information.

D. Informing the Parents About the Community Activity

1. Parents of students of limited English proficiency need to be informed about the planned activities and their purposes. Teachers may wish to discuss possible field trips or excursions, or invite parents to share information with the class. This can be done on Back to School Night, or during parent conference.

2. Announcements regarding Back to School Night, as well as a variety of other pertinent notices and forms, have been translated into Spanish and are available for school-site duplication. These translations into Spanish are contained in the district Translation Manual available at each school office.

X. PARENT INVOLVEMENT

A. Overview

In this section, procedural matters are discussed on how to involve parents in bilingual program activities so they will be informed and supportive. Specifically, the legal requirements, the organization and operation of successful advisory councils, suggestions for parent education, and a parent involvement strategy for the bilingual teacher are outlined.

B. District Advisory Committees

Existing law contained in the state's current bilingual education act requires school districts to participate in a prescribed program of bilingual education involving parental and community participation. According to current requirements of the Education Code, each school district with more than 50 limited English proficiency pupils shall establish a district-wide advisory committee on bilingual education. The district committee shall be responsible for at least several tasks, and shall advise the district regarding:

1. Establishment of a timetable for development of a district master plan for bilingual education.

2. District-wide needs assessment on a school-by-school basis.

3. Establishment of district program goals and objectives in bilingual education.

4. Recommendations as to which schools to include in each phase of expansion.

5. A plan to insure compliance with the provisions of the Education Code dealing with recruitment and requirements of bilingual classroom teachers.

6. Administration of the annual language census.

7. Development of a district master plan for bilingual education.

Each school having 21 or more students of limited English proficiency sends two representatives who are parents of participating students, and one school-site representative to the District Advisory Committee on Bilingual Education (DACBE). One of the two representatives from schools with any specially-funded BESL programs should be a parent of a participating pupil. Parents of various language groups at the school should be included, where applicable. Meetings of the DACBE are open to the public, and all interested parents are encouraged to attend.

C. School Site Advisory Committees

1. The number and kind of school site committees depends on the specific funding sources and their regulations for each program at a school.

2. Business for individual committees is conducted separately, although meetings may be held on the same day.

D. Summary of State Regulations for Bilingual Education Committees

1. Each school with 21 or more limited English proficient students shall establish a school level advisory committee on which parents or guardians of LEP students constitute membership in at least the same percentage as their children and wards represent in the total enrollment of the school.

2. The school may designate for this purpose an existing school level advisory committee or subcommittee, provided that the subcommittee meets the criteria for membership.

3. The committee is responsible for advising the principal and staff in the development of a detailed master plan for the school and assisting in the development of the school needs assessment and language assessment.

E. Summary of Federal Regulations That May Apply to Committees at Selected Schools

1. There shall be an advisory council to advise applicants during the preparation of a Title VII application. This council shall have a majority of parents and other representatives of students of limited English proficiency.

2. There shall be an advisory committee made up of a majority of parents of students of limited English proficiency. Its role is to participate in the implementation of the program. Parents must be notified of instructional goals and objectives during the course of the advisory committee meetings.

F. Committee Membership

One of the pivotal considerations in setting up an advisory committee hinges on the composition of the committee itself. The chief categories of representatives are the following:

Parents	Community Members
Faculty	Support Staff
Administration	

The procedures associated with election and/or selection of members must be carefully considered and made available for public scrutiny. Whether committee members are elected or volunteer, there is considerable merit in having staggered terms of membership, for example, alternating two-year terms so that there is some continuity of experience on each committee. The actual number of members varies from school to school. The legal stipulations for membership reflect a commitment to fair representational structure.

G. Bilingual Education Committee Membership

As federal and state regulations change from time to time, it is wise to review the latest guidelines before recruitment and committee elections are conducted. At this time the following suggestions will apply:

1. At least one parent of a NEP/LEP student from each classroom or a proportion of parents similar to the NEP/LEP ratio of the school should be recruited, and each parent's permission to be nominated for committee membership should be obtained in writing.

2. A recruitment letter for the Bilingual Education Committee (BEC) Title VII Advisory Committee, and School Assurances Steering Committee (SASC) should be sent to all parents with a tear-off for them to return.

3. The school newsletter may carry an article asking for a response from interested parents.

4. The school-community worker can effectively recruit on a one-to-one basis and collect the permission forms.

5. The BEC and Title VII committee elections may be conducted simultaneously with the SASC election. Open House during Public Schools Week will get a large number of voters.

H. Title VII Advisory Committee Membership

Schools participating in the ESEA Title VII program must have a separate Title VII advisory committee. All parents of students participating in Title VII classrooms are eligible and invited to participate. In addition to the suggestions for BEC membership, which may also be applied to Title VII, the following needs to be included in the plans for the committee:

1. All Title VII parents are eligible for membership. To become official members they indicate a willingness to serve and attend meetings. A sign-up sheet or form that states these stipulations is provided at meetings and/or via newsletters.

2. A majority of the members are parents of participating students of limited English proficiency.

3. At least one recruitment letter is sent and one recruitment meeting is held in the fall at each school.

4. At least one separate meeting per school is held each quarter; this may be scheduled to precede or follow the BEC/SASC meetings.

5. A chairperson and a recorder are included in the organization.

I. Committee Meetings

The most visible and, probably, the most significant activities of advisory committees are their meetings. Generally speaking, advisory groups meet on a monthly basis; some groups meet quarterly. The manner in which these meetings are conducted is, of course, critically important. Effectively conducted meetings will command continuing interest from those in attendance.

Members should be mildly conversant with parliamentary procedures. An in-service warm-up lesson or filmstrip on this topic can be used.

Having a skillful and thoroughly interested chairperson is the most likely way to assure high quality meetings. An agenda of topics for these meetings is essential. Usually the chairperson works with either the principal, program facilitator, and/or school-community worker in planning the agenda and seeing that it is distributed in advance of the meeting.

1. The most sensible strategy for advisory meetings is that the members need to be highly informed. The meetings must provide the information necessary so that members will be able to offer sensitive advice.

   Joint meetings with BEC/SASC/Title VII advisory groups may include the following topics and activities throughout the course of the year:

   a. Introductions, name tags, and time to get acquainted.

   b. Principal's news, including school policies and rules.

   c. Resource people from central offices, i.e., Foreign Languages, ESL, Bilingual-Bicultural, and Indian Education; ESEA Title VII; Research (Project Evaluation); Compensatory Education; and other offices, where appropriate.

   d. Background information for council functions on programs, funding, goals, planning, and evaluation.

   e. Parent education based on survey of needs.

   f. Student participation. Classes may present songs in English and Spanish, short bilingual plays, choral readings in both languages, or demonstration lessons.

   g. Assembly preceding or following an advisory meeting. Assembly topics may include such things as bilingual puppet shows, folkloric dancing, and other multicultural events.

   h. Classroom visitations with checklist to focus on specific areas.

2. Additionally, bilingual education committee meetings should include a variety of topics related to the program itself, and to bilingual education in general. Each participating school will have unique interests and needs, as well as interests related to the program as a whole. The following common topics should be covered during the course of the year:

   a. Explanation and philosophy of bilingual education.

   b. Goals and objectives of the BESL program.

   c. Needs assessments and other questionnaires.

   d. In-service on high priority topics from needs assessments.

   e. Opportunities for asking questions, and discussing matters of interest.

   f. Progress reports on program implementation.

g. Visitations to BESL classrooms.

h. In-service on how to participate in a meeting using manuals and suggestions available from the BESL Resource Center.

i. Evaluation of certain aspects of the program.

j. Plans for hosting a district advisory council meeting on site.

k. Information on how to serve as a resource person on the Hispanic heritage.

l. Community information with guest speakers from the public library, recreation department, school for adults, and/or other community agencies of current interest.

J. Organization Suggestions

1. An informal, relaxed get-together time should precede each meeting. Parents enjoy taking care of the "goodies" for this. A refreshment chairperson can remind those who have signed up to bring something by calling them a day or two in advance.

2. Name tags, especially at the first meeting, are useful for large committees.

3. Time and place of the meetings should be the same each month, and decided upon by the members. One school with a consistently good turn out uses this schedule:

9:00 A.M. Title VII Advisory Committee Meeting
9:45 A.M. Coffee and Conversation
10:00 A.M. Joint Meeting - SASC/BEC/Title VII

4. The meeting room should be comfortable, and the seating friendly and informal. A circle with the officers included as part of the circle may be the most desirable arrangement for a large group. Room environment such as bulletins that display student art work, language experience or "talking" murals in both English and Spanish, and multicultural displays add to the attractiveness of the atmosphere. One school has displayed a mobile with the word "hello" written in many different languages. Another school has posted pictures that students had drawn of themselves, smiling, under the title "Everyone Smiles in the Same Language", ("Todo el Mundo Sonríe en el Mismo Idioma").

5. The availability of babysitters provides parents an opportunity to focus on the meetings without distractions. A sign-up sheet for the year can be available at the first meeting. At least one babysitter should speak Spanish. A cafeteria makes a good place for coloring and snacks. A box of cuddly toys is helpful!

6. Two days before each meeting the school-community worker should begin calling members to remind them of the meeting, and to highlight topics on the agenda. This personal phone call has been most significant in encouraging parents to attend.

7. A file card for each member of the various committees at a school can be useful for keeping an up-to-date list of members as well as serving as a reference for phoning or mailing. The card should include the parent's name, address, telephone number, term of office, and the names of students participating in the program(s). The school-community worker can pull the card when a member moves or resigns. At this time the school-community worker should alert the chairperson that a vacancy occurs so a replacement can be selected.

8. Meetings are conducted bilingually and minutes are prepared in both English and Spanish.

K. Parent Education

1. Parent involvement and parent education go hand-in-hand. Encouragement by school staffs to become involved in classroom activities, and a willingness on the part of parents to serve as well as to help their own children, often falls short because parents need further information about methods of working closely with the school staff. Providing in-service that is stimulating and content relevant to parent needs is essential to proper planning for parent education.

2. Parent education falls into three broad categories: Overviews of programs and curriculum, techniques to help students at home and in the classroom, and personal growth and interests. All need to be provided for in some way. The advisory committees usually provide a convenient forum for disseminating information in these categories. The school newsletter is another source for providing this type of information.

3. Techniques for helping students can be incorporated briefly into each advisory meeting. For parents who want more information, separate parent education meetings in a series, or on a monthly basis can be arranged, and speakers can be scheduled using appropriate school and/or community personnel.

4. Parents who are interested in serving as VIPS (Volunteers in Public Schools) should be encouraged to attend as many of these parent education offerings as possible. Volunteers may also be invited to attend in-service training sessions given for bilingual teacher aides, since the information will be equally beneficial to both. Topics to be considered for joint training sessions include:

   a. Philosophy of Bilingual Education
   b. Techniques Used in Bilingual Classrooms
   c. ESL Techniques
   d. Reinforcing the Teacher's Instruction in Reading, Language, and Mathematics
   e. Motivating Learning
   f. Positive and Negative Reinforcement
   g. Classroom Control
   h. Materials in BESL Classrooms
   i. Aide-ing Techniques

      (1) Providing Tutorial Assistance

(2) Checking Student's Work
(3) Setting Up Centers
(4) Arranging Bulletin Boards
(5) Guiding Clean-Up
(6) Operating Duplicating Machines
(7) Record Keeping
(8) Playground Activities

5. A needs assessment survey sent to participating parents should indicate the topics of highest priority in planning for presentations on the above topics.

6. Parent education may also be addressed in newsletters. Some suitable newsletter topics are:

a. Principal's News
b. Ways to Help Your Child Succeed at School
c. News of Specially-funded Programs
d. Dates to Remember
e. Multicultural Calendar
f. Multicultural Events at School
g. SASC/BEC/Title VII Advisory Meetings
h. VIPS Recognition
i. List of Community Agencies
j. Community Notices
k. Recognition of Pupils
l. Reprints of Excerpts of Student Stories or Poems
m. Tear-off Sheets for Parents Interested in Signing Up for VIPS or Advisory Committees

7. Personal growth and interest classes provide an added dimension to parent education, and encourage parent involvement at the school site. Typical offerings are:

a. ESL Classes (These can be set up by School for Adults.)
b. Family Nutrition and Diet
c. Holiday Crafts
d. Child Growth and Development
e. Sewing
f. Exercise
g. Personal Grooming

L. A Parent Involvement Strategy for the Bilingual Teacher

1. First and of utmost importance, the bilingual teacher must believe in and demonstrate a genuine interest in involving parents! Given such an attitude, the following strategies may be employed:

a. Plan a round-up meeting in the fall to explain to parents what they can expect of you and what you expect from them. Grade level teas or Back-to-School Night are suitable times for this meeting.

b. Send home booklets, brochures, and newsletters that encourage participation in advisory groups and in volunteering as VIPS; follow up with personal contacts and phone calls. Include, as part of a language arts lesson, letters written by the students to invite their parents to participate in a particular school activity.

c. Conduct a series of in-service meetings in Spanish and English. Some may be VIPS training sessions, and others may be informational. The teacher, school-community worker, and program facilitator can work together on planning for topics. School-site personnel can offer to teach a session in a particular area of expertise. Some joint meetings with bilingual aides may be desirable.

d. Have an organized plan that promotes regular attendance at advisory committee meetings by room representatives and volunteers in classrooms, and encourages active participation by parents in other parent education offerings.

2. A fall meeting is often planned as a tea or coffee hour. Sometimes parents spend part of the meeting visiting the classroom, and then have refreshments and a general meeting in another location. Whatever the plan, a gracious welcome from the teacher sets the tone and lets parents know that the teacher believes that efforts of the parent-teacher team benefit students. Some topics to discuss at the fall meeting include:

   a. The law that pertains to bilingual education, and the benefits offered by the school program.

   b. The Title VII, State, and Lau programs.

   c. Your daily schedule.

   d. Recruitment for VIPS with a sign-up sheet that includes day, hours, and phone number. A handout sheet could be prepared in advance to explain about typical VIPS activities, including an introductory statement, "What can <u>you</u> do to help? Here are some activities in which parents can participate." This is followed by a list such as the following:

      (1) Assist with eye examinations and height and weight records.

      (2) Help with a special activity such as a parade or a cooking lesson.

      (3) Help with a field trip.

      (4) Read a story in English or Spanish.

      (5) Listen to students read in English or Spanish.

      (6) Teach a game or song in English or Spanish.

      (7) Help with the manipulation of audio-visual material.

      (8) Cut patterns.

      (9) Assist in putting up or taking down a bulletin board.

      (10) Help in displaying students' work.

      (11) Help in the art center.

(12) Help students with their numbers or other basic math facts in English or Spanish.

(13) Assist in the lunchroom.

(14) Assist in the library.

3. Throughout the year, parents will be attending SASC/BEC/Title VII advisory committee meetings. In addition, the bilingual teacher may want to check with the principal about scheduling separate meetings for the parents of his/her classroom, only. Some possible activities could include:

   a. Further recruitment of VIPS. Perhaps the VIPS Office could send a speaker or filmstrip.

   b. Workshop to make bilingual instructional materials.

   c. A question and answer session about school programs, bilingual education, or other areas of parent interest.

   d. Preparations for a multicultural event in the classroom, or for an assembly.

   e. Explanation of a new discipline procedure or a new textbook series.

4. Individual parent-teacher conferences will be welcome throughout the year on either a scheduled or an informal basis. Each of these contacts affords opportunities to build support and encourages parents to attend school functions.

ABBREVIATIONS

BEC	Bilingual Education Committee
BESL	Bilingual/English as a Second Language
BSM	Bilingual Syntax Measure
DACBE	District Advisory Committee on Bilingual Education
ESL	English as a Second Language
FEP	Fluent English Proficient
FES	Fluent English Speaking
FSP	Fluent Spanish Proficient
FSS	Fluent Spanish Speaking
IDEA	Individualized Development English Activities
LAS	Language Assessment Scales
LEAP	Lau Educational Achievement Plan
LEP	Limited English Proficient
LES	Limited English Speaking
LSP	Limited Spanish Proficient
LSS	Limited Spanish Speaking
NEP	Non English Proficient
NES	Non English Speaking
NSP	Non Spanish Proficient
NSS	Non Spanish Speaking
OCR	Office for Civil Rights
PQRI	Program Quality Review Instrument
SABIO	Staff-Development Announcements Bilingual Inservice Opportunities
SASC	School Assurances Steering Committee
SSL	Spanish as a Second Language
VIPS	Volunteers In Public Schools